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Annual Report

and

Financial Statement

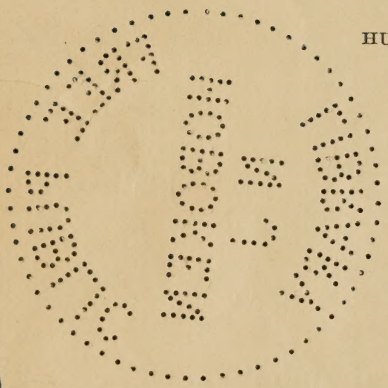
of the

Board of Education

of the

School District of the City of Hoboken, N. J.

1912



HUDSON OBSERVER
Hoboken, N. J.

62974

NAMES AND RESIDENCES OF THE MEMBERS OF THE BOARD OF EDUCATION.

Robert H. Alberts.....1124 Garden Street

George C. Barso.....813 Garden Street

James P. Laverty.....1122 Garden Street

Richard A. Marnell.....334 Bloomfield Street

Richard Mooney .....602 Willow Avenue

John H. Sheridan.....1013 Bloomfield Street

Wilson Taylor .....1248 Garden Street

Fred. Wendelken .....261 First Street

George Lankering.....1227 Park Avenue

Martin Cooke, Mayor (ex-officio).....

Office of the Board of Education at High School, Garden and Fourth Streets, Hoboken, N. J.

A. J. Demarest, Superintendent.

Office Hours—School days, 3 to 4 p. m.

Saturdays, 9 to 11 a. m.

W. A. KERR, Secretary.

Office Hours—8:45 to 12; 1 to 4.

Saturdays, 9 to 12.

A. W. Clayton, Business Manager.

James Smith, Custodian of School Moneys.

LOCATION OF SCHOOLS.

No. 1—Garden Street, near Third Street.
Principal, A. J. Allen.

No. 2—Garden Street, between Ninth and Tenth Streets.
Principal, W. J. Wyse.

No. 3—Adams Street, between Second and Third Streets.
Principal, A. I. Dillon.

No. 4—Park Avenue, between Fifth and Sixth Streets.
Principal, Elizabeth A. Allen.

No. 5—Clinton Street, corner Second Street.
Principal, Annie E. Moore.

No. 6—Willow Avenue, corner Eleventh Street.
Principal, Luther B. Bissell.

No. 7—Park Avenue, corner Newark street.
Principal, J. Garth Coleman.

No. 8—Seventh Street, between Adams and Jefferson Streets.
Principal, LaFayette Talbot.

No. 9—Monroe Street, corner Second Street.
Principal, Edwin W. Oliver.

High School—Garden Street, corner Fourth Street.
Principal, Jos. F. Brandt.

Industrial School—Park Avenue, near Fifth Street.
Principal, E. G. Traua.

MEMBERS OF STATE BOARD OF EDUCATION, 1912.

John P. Murray.....Jersey City

Joseph S. Frelinghuysen .....Raritan

Henry Jones Ford.....Princeton

William G. Schauffler.....Lakewood

D. Stewart Craven.....Salem

Edmund B. Osborne.....South Orange

John C. Van Dyke.....New Brunswick

Melvin Rice .....Red Bank (ad interim)

Commissioner of Education, Calvin N. Kendall.....Trenton

Assistant Commissioner, J. Brognard Betts.....Plainfield

Superintendent's Report.

To the Honorable, the Board of Education:

Gentlemen—In compliance with the provisions of the State law and the regulations of your Honorable Body, I have the honor to submit my fifteenth annual report as Superintendent of the Public Schools of the School District of the City of Hoboken, New Jersey.

SUMMARY OF STATISTICS.

Total number of pupils enrolled	11,823
Average daily attendance, Day School	8,107
Number of pupils in the Kindergartens	852
Number of pupils in the Primary Department	6,259
Number of pupils in the Grammar Department	2,738
Number of pupils in the High School	432
Number of pupils in Night School	359
Number of pupils in Foreign-Born Resident Classes	245
Number of pupils in Evening High School	435
Number of pupils in Parental School	12
Number of pupils in Summer School	491
Number of teachers employed	283
There were graduated from	
Grammar Schools	321
High School	79
Total number of pupils who received instruction in the High School during the year	527

THE YEAR IN REVIEW.

One hundred and forty-six pupils were graduated from the grammar schools in February, and 175 in June. Of the number graduated in February, 65 per cent. entered the High School; of the number graduated in June, 54 per cent. entered the High School.

There were graduated from the Academic Department of the High School in February, 17 pupils. Of the number 4 entered college; 5, State Normal Schools.

All the pupils who left the High School at the completion of their second year in the Commercial Department have secured mercantile positions. There graduated from the Academic Department of the High School in June, 20 pupils. Of this number 11 entered college or State Normal Schools.

The number registered in all of the schools during the year was 11,823, an increase over the preceding year of 1,223. The number of pupils registered in the High School was 527, an increase of 83 over the year 1911. The number of pupils registered in the Kindergartens was 852. Medical inspection has been in operation for three years and during the past year 8,523 pupils were examined; 568 pupils were excluded by the Medical Inspectors and of this number 517 sought medical treatment. A school nurse has been in the employ of the Board for one year and during that time 837 cases were referred to her for investigation. During the past six and a half months a dentist has been in the employ of the Board of Education and 1,211 pupils have been treated.

SOME THINGS ACCOMPLISHED DURING THE YEAR.

The following are some of the important things accomplished during the year. A fuller statement may be found elsewhere in this report:

1. The occupancy of the new High School building in September last.
2. The establishment of an Evening High School.
3. The equipment and maintenance of a free Dental Clinic, supplementing the work of medical inspection.
4. Formation of special classes, known as "Opportunity Classes" for the instruction of retarded pupils.
5. The broader use of school buildings.
6. The establishment of a branch library of the Free Public Library in the High School building.
7. Provision for the instruction of blind children.
8. Provision for the instruction of mute children.
9. Uniform tests in the grades.

HIGH SCHOOL.

The courses of study, beginning in September last, are three, each extending over a period of four years, namely, a general preparatory course, a commercial course and a technical course. The preparatory course is intended for those pupils desiring to prepare for college, Normal School or general culture; the commercial course is planned for boys and girls who wish to prepare for the business world, and the technical course is carefully arranged for boys who wish to prepare for schools of electrical, mechanical and civil engineering or for those who wish to engage in the trades or in other industries.

The technical course was introduced upon the opening of the High School in last September, and is therefore one year old. In my judgment the introduction of industrial education in the High School was a step in the right direction. In order to give you a fair estimate of the scope of the shop work and drawing classes, I herewith submit

SCHEDULE OF STUDIES

OF THE

TECHNICAL HIGH SCHOOL COURSE

9A Grade.....Joinery and Wood Turning

9B Grade.....Pattern-making and Moulding

10A Grade.....Pattern-making and Moulding

10B Grade.....Forge Shop

11A Grade.....Machine Shop

11B Grade.....Machine Shop

12A Grade.....Machine (Special)

12B Grade.....Machine (Special)

The shop work consists of four periods of one and one-half hours each weekly.

SCHEDULE OF STUDIES
OF THE
TECHNICAL HIGH SCHOOL DRAWING COURSE.

9A Grade.....Lettering and geometric exercises—working drawings

9B Grade.....Projections and developed surface exercises

10A Grade.....Sketching exercises—working drawings

10B Grade.....Detailing and assembling exercises

11A Grade.....Helical development exercises

11B Grade.....Machine sketching—assembled drawing

12A Grade.....Machine sketching—assembled drawing

12B Grade.....Isometric drawing—sketching to scale—assembled drawing

The drawing period consists of one period one and one-half hours each week.

There are three classes of people who are decidedly in favor of industrial education; these are the manufacturers, who have great difficulty in securing skilled operatives and who in consequence thereof suffer in their business; the educator, who looks upon the subject from an economic point of view and desires to train his pupils in such a way that they shall become useful citizens, and the labor unions, who, at their meeting held at Toronto, unreservedly arrayed themselves on the side of those who advocate industrial education in the public schools of the United States.

Some of the advantages of a technical course may be summarized as follows:

1. The secondary schools up to within a few years have been preparing students for the colleges, for exclusively professional schools, and nothing has been done specifically

until late years for the technical colleges. Students with a technical turn of mind have been sacrificed for the traditional classical education. We have devoted too much time to the study of books and have neglected what is more important, namely, doing things with the hands. Education that is exclusively academic is one-sided and should be supplemented by practical efficiency. "To set matters right means the creation of a new type of school, one that has for its prime aim practical usefulness, that is, the fitting of boys and girls for the more immediate duties of life and of a livelihood." Give the boys with a bent for the mechanical a chance to forge ahead along the lines of their native interests.

2. The secondary school up to this date has done practically nothing for the boy who wishes to enter the trades. When our public school system was established agriculture was the chief industry. The boy of the farm and the girl in the home gained manual dexterity. Agriculture is no longer king; commerce and particularly manufacturing have become so much a part of our national life that cities have grown populous at the expense of the villages and farm districts. If we include the cities, towns and villages, which, because of their proximity to cities, enjoy most of the advantages of urban life, at least one-half of the population of the United States may be said to reside in cities. In our crowded cities it is impossible for the boys and girls to acquire the manual dexterity of a few generations ago. There was a time when every boy could learn a trade through the apprenticeship system, but now under the new order of things that is not practical. In this day and generation the possibilities of learning a trade are obtainable for the few. These exigencies of life must be met by our schools.

3. A technical course should be open to any boy whether his aim is college or the trades. We know that more boys enter the trades than the colleges. Why not provide for them? What incentive has the average boy for completing his grammar school education when he has in his mind the idea of making money at the very first moment he may leave the irksome work that he is forced to do? Why not provide him with an education along material lines; point out the road to success; let him see that he must arm himself with a trade education to compete with his fellow man. We may make a boy understand the necessity of training at the present time; in fact, he has always understood. But the

question arises, where will he get this training? The school system can and should do this. It will cost money, but at the same time the present neglected ninety per cent. of our school children will be put on a more equal footing with the fortunate ten per cent. who have had everything done for them in the past, in the present, and undoubtedly will have in the future.

4. A well-equipped shop in the secondary school becomes an incentive to a boy to go to the secondary school, particularly if that boy has had his mechanical genius aroused through a manual training course in the elementary school.

5. In the shop the boy works in the concrete that which he has learned in the abstract in the classroom. The prime object of this course is to work in the concrete, thereby causing a boy to feel that he has a real relation to the busy, thinking, active world beyond the immediate circle of the home and school.

6. A technical course will be helpful to the boy already known to be inclined toward some mechanical pursuit to determine just what particular trade or vocation he would be most successful and happy in pursuing.

7. Careful inquiry reveals the fact that many colleges which in the past have been irrevocably committed to an exclusive classical education are now conducting courses in technical education. If the colleges are breaking away from the traditions of the past, why should not the secondary schools?

8. Educational tradition has for many years decreed that all pupils entering the public schools be given the same treatment in so far as subjects in the curriculum were concerned. Pedagogy has been made a science in fact, as well as in name, and since the well-trained teachers and administrators, because of their close application of psychological principles in studying the needs of individual pupils, educators have come to realize the necessity of providing such lines of work as industrial education for children who are adapted thereto. In our democratic system of education it seems only democratic that all pupils should be given an equal opportunity for development. No pupil should, for the simple reason that his teacher, principal or superintendent has decreed that a study of the dead languages is essential for fitting him for his particular niche in life, be compelled to pursue that study whether he is capable to do so or not. The student

should be given a basic knowledge of the subject or subjects, and then it is the duty of the public school to study each particular group of children and to provide instruction commensurate with the ability of the child. This idea has brought about the several new phases in the administrative work of our schools, such as truant schools, classes for retarded pupils, mental defectives, etc.

HIGH SCHOOL GRADUATES.

February, 1912.

ACADEMIC DEPARTMENT

Hazel Davies
Marjorie Livingston,
Mary V. Malloy,
Ella Schmidt,
Edna Slote,
John Dougherty,
Helen Talbot,
John Barnes,
Arthur Belloff,
Howard Blair,
Philip Daab,
Ethel Sweatman,
Joseph Greenberg,
Samuel Hartzel,
Laura Mager,
Walter Lorence,
August Schlein.

COMMERCIAL DEPARTMENT

Johanna Borgstedt,
Winifred Brien,
Fannie Levenson,
Johanna Quilter,
Grace Remy,
Elsie Rosenbaum,
Martha Steidl,
Edward Taekella,
Harry Van Kampen,
Minerva Una,
Andrew Durr,
Maurice Feinberg,
Thomas Quilter,
Albert Simon,
Anna Boehrer.

June, 1912.

ACADEMIC DEPARTMENT

Grace Elizabeth Barker,
Florence Beatty,
Anna M. Borgstede,
Alice Regina Coughlin,
Maud Evans,
Anna Greenfield,
Carrie J. Havens,
May Edna Nettleton,
Helen E. A. Niemeyer,
Marjorie Nicholson Smith,
Stephanie B. Tokarski,
Emilie Ward,
Victoria J. Witulska,
J. Edwin Coane, Jr.,
Andrew G. Mathil,
Thomas F. Mitchell,
Franklin C. MacKrell,
Adolph Rupp,
Willis H. Taylor, Jr.,
William Levett Yeaton, Jr.

COMMERCIAL DEPARTMENT

May Augusta Beute,
Mary Elizabeth Boyd,
Anna Clark,
Elizabeth Cushing,
Estelle J. Gove,
Ella Bertha Grigat,
Inga Aliede Jacobsen,
Laura R. Kikkert,
Helen Marie Krumm,
Lois Storie Ogden,
Mary Agnes O'Neal,
Rose Schneiweis,
Rose Weiman,
Edna Wurzbach,
Marie Pauline Zanelle,
George J. Bach,
Samuel Beer,
Henry Philip Cross,
Anthony R. Fribicile,
Otto R. C. Leeger,
Thomas I. McNulty,
Joseph T. Orlando,
Albert T. Pawlik,
Herbert W. Schlichting,
Samuel Schneiweis,
Henry Schrader,
Henry P. Spenner,
Edgar Irwin Zimmermann.

EVENING HIGH SCHOOL.

The Evening High School for the school year 1911-1912 was opened on November 15, 1912, with an enrollment of 360 students. At the end of November this enrollment had increased to 435. Regular sessions were held on Monday, Tuesday, Wednesday and Thursday evenings. The school was closed March 1, 1912. The following courses were established: Regent's Course, including English, Algebra, Geometry, Physics, Chemistry, French, German and Spanish; a Commercial Course, including Stenography, Typewriting, Bookkeeping, Commercial Arithmetic and Correspondence; an Industrial Course, including Carpentry, Forging, Machine-shop Work, Mechanical Drawing, Dressmaking and Millinery. Excellent work was done by the students in all the different departments and at the close of the school the students expressed themselves as having profited very much from the instruction they had received.

While the average attendance seems small when compared with the enrollment, it must be remembered that all who enrolled and continued on the roll until the close of the school could not attend each evening the school was in session, their business or occupation making their attendance each evening an impossibility. It was understood when these students entered the school that they could not be present each session. Yet, despite the apparent small attendance as shown by the average attendance, the attendance, looked at from another point of view, was excellent.

At the close of the school the classroom registers show the following: 40 students had attended 53 of the 53 sessions, 47 attended 50 sessions, 42 attended 45 sessions, 41 attended 40 sessions, 170 attended 30 sessions and over.

While some excellent work was accomplished during the term, I feel better work would have resulted had more time been given to the organization of the Evening High School. This was impossible this year because of the rapidity with which, under the circumstances, the school had to be organized. Sufficient time was not allowed for the examination of the students making application for instruction in the different courses, and the result was that many of the classes were practically in an ungraded condition. Had there been time for the examination and classification of the applicants, better grading would have resulted. In this connection I would, therefore, suggest that some system of examination be adopted whereby the previous training of all applicants for admission to the Evening High School can be determined, and that these applicants be graded according to the findings of these examinations, and that these examinations be held during the two weeks previous to the opening of the school.

I would also recommend an early announcement of the opening of the Evening High School. I know it to be a fact that many young men and young women of this city would have entered the Evening High School had they known such a school was to be opened. Many of them had entered different Evening Preparatory Schools in New York City, and, having paid their tuition in advance, they continued at these schools until the end of the term. I feel satisfied that a great number of these will be found among those who will enroll in the Evening High School in the coming year.

In this connection I may call your attention to the fact that many of the graduates of the Grammar Schools who either did not or could not enter High School, and many, too, of those who entered High School and did not complete their course, are contemplating taking up some professional career. Under the regulations now enforced governing admission to professional and technical schools, all applicants must possess a 60 Counts Regent's Certificate, or the equivalent of such a certificate. With courses such as we have arranged, and courses which will in time be added to the present curriculm to meet reasonable demands, it will be possible for

students entering the Evening High School to obtain in four years and less sufficient instruction to enable them to pass the Regent's examination and obtain a 60 Counts Certificate.

I feel, too, that many young men and young women in our city who would otherwise be unable to obtain such a certificate, had we not an Evening High School course, would gladly avail themselves of such an opportunity to fittingly prepare themselves for admission to professional schools, or at least prepare themselves to enter upon better and more lucrative employment.

What is true of the advantage to be derived from the Regent's courses applies in a great measure to the Commercial and Industrial courses. The work planned and given to the students is such that it should enable them to come to a better understanding of the principles and reasons underlying their daily occupation and make them more efficient and capable employes, whether they be employed as accountants or mechanics.

I will also recommend that the question of securing teachers to give instruction in the Evening High School should be taken up early by the Board of Education. It is necessary that instructors in Evening High School work should have some experience in teaching in High Schools. Teachers with this experience cannot be had at a moment's notice. Moreover, I would like to see our Evening High School placed on the Regent's approval list of schools, so that the certificate which we will grant at the end of each term will be received by the Regents and credits allowed without examination. In making application to the Regents for this privilege it is necessary to state not only the course we will provide, but also the name and experience of the teachers employed to give instruction in the various branches.

It must be remembered that the opening on an Evening High School in this city was largely an experiment. Results show that it more than justifled its existence. I feel that in another year the attendance of the past year will be doubled and that great and lasting benefit will come to the students who will take advantage of the course of instruction arranged for them in such a school.

The entire cost of the Evening High School, exclusive of heat and light, was $4,661, and the per capita cost, based on the enrollment, was $10.71.

The Number of Pupils Enrolled for Several Subjects in the Evening High School.

Subject.	No. of Pupils Enrolled.
Algebra	16
Arithmetic (Commercial)	29
Bookkeeping	47
Dressmaking	45
English	15
Forge	12
French and Spanish	27
German	30
Mechanical Drawing	24
Millinery	30
Sciences	24
Shop Practice	32
Stenography	73
Typewriting	31
Total enrollment	435

HIGH SCHOOL COMMENCEMENT.

June, 1912.

PROGRAM

Overture	Mosaic Overture High School Orchestra	Rollinson
Prayer		Rev. H. T. Beatty, D. D.
Music	"Love in Idleness" High School Orchestra	Macbeth
Salutatory		Mr. Herbert W. Schlichting
Piano Solo	"Moonlight Sonata" Mr. Henry P. Cross	Beethoven
Contralto Solo	(a) "Good Night" (b) "Honey lil Honey" Miss Helen E. Niemeyer	Noll Cross
Valedictory		Miss Helen Talbot
Music	"In the Shadows" High School Orchestra	Fruck
Address to the Graduates		Hon. William H. Speer
Music	"Southern Stars" High School Orchestra	Ascher-Mahl
Presentation of Classes for Graduation Awarding of Diplomas	George Lankering, Esq. President of the Board of Education	Supt. A. J. Demarest
Music	"Spring Song" High School Orchestra	Mendelssohn
Presentation of Medals and Prizes		Hon. Martin Cooke, Mayor
Music	"National Emblem" High School Orchestra	Bagley

Commencement Week

Sunday, June 23, 1912, 4:00 P. M.
Baccalaureate Sermon
Rev. H. T. Beatty, D. D.
High School Auditorium

Monday, June 24, 1912, 8:15 P. M.
Public Debate of the Senior Debating Society
High School Auditorium

Tuesday, June 25, 1912, 1:30 P. M.
High School Field Day
St. George Cricket Grounds

Wednesday, June 26, 1912, 1:15 P. M.
Undergraduates Day
High School Auditorium

Thursday, June 27, 1912, 8:15 P. M.
High School Commencement
High School Auditorium

Friday, June 28, 10:00 A. M.
Grammar School Commencement
High School Auditorium

1:30 P. M.
Exit Day Exercises
High School Auditorium

8:15 P. M.
Reception to Graduates
by the Hoboken High School Alumni Association
High School Gymnasium

NIGHT SCHOOL.

The night school was in session sixty-four evenings, beginning October 16, 1911, and closing February 20, 1912, with a total enrollment of 604 pupils. This school is open to men, women or children employed during the day and is designed to the special needs and desires of those who attend. In the Foreign-born Resident Department men and women of foreign birth are taught to speak, read and write the English language, while at the same time they receive important lessons in the civic duties of American citizenship. I would recommend that the following classes be transferred from the regular evening school to the Evening High School, where better facilities are provided for teaching the various subjects, namely, the business classes comprising penmanship, business correspondence, bookkeeping, commercial arithmetic and stenography.

The entire cost of the night school, exclusive of heat and light, was $3,846.70; the per capita cost, based on the enrollment, was $6.36.

EVENING SCHOOL.

(Foreign-Born Resident Classes.)

Age Enrollment.

	Male.	Female.	Total.
No. of pupils between 20—25	63	31	94
No. of pupils between 25—30	66	10	76
No. of pupils between 30—35	40	5	45
No. of pupils between 35—40	19	3	22
No. of pupils 40 years and over	7	1	8
Total	195	50	245

ENGLISH CLASSES.

Age Enrollment.

	Male.	Female.	Total.
No. of pupils between 14—15 years	34	27	61
No. of pupils between 15—16 years	45	23	68
No. of pupils between 16—17 years	67	13	80
No. of pupils between 17—18 years	58	8	66
No. of pupils between 18—19 years	35	4	39
No. of pupils between 19—20 years	36	9	45
Total	275	84	359

Nationality of the Pupils Enrolled in Foreign-born Resident Classes.

Nationality.	No. Male.	No. Female.	Total.
Austrians	8		8
Hollanders	10	2	12
Italians	38		38
Germans	126	41	167
Norwegians	7	4	11
Russians	6	3	9
Total	195	50	245

FREE PUBLIC LECTURES.

The usual course of free public lectures under the supervision of the Board of Education was given during the winter months to the working men and working women of this city. The lectures were given in the Auditorium of the High School under the most favorable conditions. The people who attend these lectures showed their approval of the change by attending in large numbers—the average attendance at each lecture being about 600. Through these lectures the Board of Education is attempting to instruct the adult. These free lectures cover history, travel, literature, health, nature study, industries, poetry, etc., all of which are handled by lecturers who are competent and who illustrate their talks with lantern slides. The need of education for adults is especially felt in this city, the Gateway to America, through which so many immigrants pass and where so many remain to intensify the problem of civic administration.

The public lecture course increases the average of intelligence in the community. It is where the average intelligence is high that the spark of genius burns most brightly. "The highest peaks rise above the plateaus and not directly from the lowlands." The aims of the lecture movement is not alone to give information, but to give inspiration and to increase the number of fine, strong, able and just men in our community.

The following lectures were given: Our Pacific Empire, Robert G. Weyh, Jr.; Haunts of Nature, Edward E. Bigelow; The Black Diamond, Frank J. Milman; Shakespeare's Julius Caesar, Richard A. Purdy; Six Years on the Dark Continent, Gabriel Reid Maguire; Venice, the Pearl of the Adriatic, Glen

Arnold Grove; The Yosemite Valley, Mary V. Worstell; The Life Story of the Honey Bee, D. Everett Lyon; Guatemala, Thomas Edward Potterton; The Actual Civil War, Raymond Ditmars; The Unique United States, Charles Samuel Tator; David Copperfield, Mrs. Amelia Morgenroth; The Historic Castles of England, George N. Cross; Evangeline, the Land and the Poem, A. T. Kempton; Our Friends in Furs and Feathers, Silas A. Lottridge; Our Wild Song Birds, Edward Avis; A Cruise of the Mediterranean, Stephen Jenkins; The St. Lawrence and the Thousand Islands, Miss Jennie M. Davis.

In connection with the above named course there was a special lecture on Humor and Pathos of Great Men by Principal Augustus I. Dillon, of School No. 3, which was not only scholarly in its preparation, but was delivered in fine elocutionary style before a large and appreciative audience.

BRANCH OF THE FREE PUBLIC LIBRARY.

For many years the Trustees of the Free Public Library have made that institution most helpful to the public schools. For many years they have shown their good will and spirit of helpfulness by placing a well-lighted and commodious room at the disposal of the public school pupils. This room is well patronized and it is needless to state that this courtesy is fully appreciated by our students. The Librarian and his corps of assistants are willing at all times to render assistance to teachers and pupils. As a further evidence of the enterprise and activity of the Library Board to extend the usefulness of that institution, a branch library was established in September last in the new High School building. They have not only stocked the room with a large assortment of reference books, etc., but they have placed one of their experienced and efficient assistants in charge of the room. Here we have the two great modern educational agencies—the public schools and the public library—working along the same lines gaining the power of earnest co-operation. The cementing of these two powerful agencies will have an elevating tendency in quickening the educational pulse.

THE BROADER USE OF SCHOOL BUILDINGS.

The most prominent feature of recent educational development throughout the country is the movement for a broader use of public school buildings. The school buildings

cost a great deal of money and the use of five hours each school day does not bring in an adequate return for the vast outlay of money expended for their erection and maintenance. The prime aim of this widespread movement is to provide or continue, as the case may be, for adult education, to promote neighborhood interests, to encourage general culture, to awaken civic pride, and to provide places of social recreation, free from the contaminating influences of the dance hall or cheap and questionable places of amusement. The school should be the centre of social and community interests.

It is the consensus of opinion that the school should be the vitalized centre of all interests that have for their object the uplifting of the community, the betterment of the citizens and the strengthening and intensifying of social relations, all of which must of necessity tend toward a more healthful and ethical standard of manhood and womanhood.

As William L. Pieplow says: "There seems to be a growing sentiment that it is a mistake to close the school house door upon the boy as soon as he leaves the school."

In a monograph published by Prof. Thorndyke, of Columbia University, we find the following startling statement based upon official data gathered with reference to New England cities of 25,000 or more inhabitants, that out of 100 average pupils who entered public schools 90 finished the fourth year, 81 the fifth year, 68 the sixth year, 54 the seventh year, 40 the eighth year, 27 the first year in High School, 17 the second year in High School, 12 the third year in High School, and only 8 the fourth year in High School. Therefore only 40 per cent. of those who entered the school finished the eighth grade and only 8 per cent. graduated from the High School. If these figures, based upon the New England schools, where attendance is as high, if not higher, than in any other sections of the country, make such a deplorable showing, what must be the results in those sections where the conditions are less favorable? Any community that fails or neglects to place the school buildings at the disposal of the citizens for any enterprise that has for its object mutual improvement, whether of a social or intellectual character, is falling far short in its civic duty and responsibility.

EVENING SCHOOLS.

The evening school has become a part of our permanent school system. The evening school makes provision for those who were compelled to leave school earlier than they desired, and seeing the necessity of a better education, enter the evening school in order to make the best use of their time after working hours. The evening school also offers exceptional advantages to those persons of foreign birth who seek to learn our language and to become acquainted with our form of government.

To further extend the use of our school buldings, an Evening High School was established last fall. A detailed account of this school is set forth in another part of this report.

FREE LECTURES.

It is incumbent upon the State to educate its people. The safety of the American Republic depends upon the intelligence of the people. The masses must be lifted up to a higher plane of thought and relationship if they are to bear the grave responsibilities of American citizenship. Liberty is a responsibility. The bulwark of our liberty is in the intelligence and loyalty of our citizens. It is now beginning to dawn upon some communities that adults also have a claim to be considered. "If it is true that education means the safety of the State, then it follows that the proper training of the adult will bring about better civic conditions."

Dr. Leipziger says: "I look forward to a wider opening of the school house door, so as to make each lecture centre a People's Forum, where political discussion may be engaged in without endangering the school. By this I mean politics in its broadest sense, not partisanship." A well-known journalist once said that it is more important to educate the man of forty than the child of fourteen. The education which a developed man gets he really wants and he really uses. If you can get the fathers of children interested in knowledge, they will see to it that their children take an interest and they will inspire their children as the school teachers cannot do.

SOCIAL RECREATION CENTRES.

The new school houses are handsome structures built in accordance with the latest architectural principles. Sometimes they are situated in portions of the city where block after block consists of crowded tenements. On evenings and Sundays children and young people swarm upon the streets for want of a better place where good social intercourse may be encouraged. Why should not the school house be open evenings and on Sunday afternoons and in its halls lectures of a biographical, historical or musical nature be given? In this connection the experiment of giving a Sunday afternoon concert in the Auditorium of the High School was tried and was found to meet with popular favor.

Each school house should be the headquarters of a civic club of that community and our city officials should be invited to speak upon the duties of their respective departments. This would give to each city official a new inspiration for higher civic duty. On two different occasions the use of School No. 9 was given to a number of public-spirited citizens for recreation purposes. The affairs were well attended, but I feel that the burden of carrying on this work should not be placed upon the schools, but should devolve upon organizations of citizens.

USE FOR CIVIC PURPOSES.

The public schools play the most important part in the process of citizen-building. Why should we deny our citizens a place where they may meet and discuss civic questions? Anything that draws men together on a common footing of rights and powers and duties is a good social and moral power for good citizenship.

I fully agree with Dr. Clicer when he says: "The average view is that the city is a good place in which to do business and to make money. It is the rarest man or woman in a thousand who ever stops to think that the real business of the city is to get and to do good. There is a vast difference between the citizen and the adventurer. The adventurer is a man who takes all he can get out of the city for himself, whereas the citizen takes all he can get out of himself to put into the city. We who are engaged in this work should all be citizens."

PARENTAL MEETINGS.

In a former report I strongly urged the formation of a "Parents' Association" in each school, but regret to state that this important phase of school work has not been taken up. During the past year two schools set aside one day for parental visitation, but the movement began and ended there. In my opinion the organization of such associations would become a potent factor in moulding public oinion on all great educational questions. If they are guided by wisdom they may be instrumental in improving the condition of the public schools and more especially in establishing those close relations between parents and teachers that are essential to the proper training of the child. The home and the school should be brought closer together and made mutually helpful. A great gulf of indifference now separates the classroom from the home; this should be bridged by a beautiful span of mutual sympathy. If parents would manifest a special interest in the daily work of the school by visiting the classes frequently they would not only be surprised by the nature and scope of the work, but they would be less inclined to indulge in unjust and carping criticism. On the other hand, teachers are human; they need encouragement and appreciation, not censure and condemnation. Under the most ideal circumstances school teaching is no sinecure. It is the hardest, the most exacting, the most nerve-wearing of all professions, and an occasional word of appreciation would surely act as a tonic and an inspiration to our teachers who are giving the best years of their life that the rising generation might fulfill in some degree the august duties which will devolve upon them as their birthright in this land of liberty.

Criticism of public institutions and public affairs is a healthy indication that the people are taking a lively interest in the trend of things. Just criticism, based on fairness and reason, which has for its aim an improvement of conditions, is welcome at all times. Such criticism has a wholesome tendency to make those who assume responsibility more careful and alert in the discharge of their duties. But criticism which springs from sheer ignorance and hearsay, whose sole purpose is to get square and make things lively, is unjust and breeds incalculable injury, more particularly so when it applies to school affairs. It is an indisputable fact that this kind of criticism comes from that class of people who never enter

a classroom and are consequently ignorant of the faintest conceptions of school work.

Children only reflect in the classroom the parental feeling at home. When parents exhibit a lively interest in the work the children are soon imbued with the same spirit and give a natural exhibition of the same in the presence of the teacher.

Teachers are frequently misunderstood by parents, and on the other hand parents are often misjudged by the teachers. If the home and the school could be brought into closer relationship these unjust criticisms would soon pass away and a strong bond of sympathy would then exist between the two great agencies in training children.

HOME STUDY.

The subject of home study is worthy of our most thoughtful attention. It is a question which, at the present time, is engaging the best thought of the educational world. The patrons of our schools are divided into two classes upon this subject. The majority feel that it is almost criminal to impose additional burdens on the youthful mind after five hours of work in the classroom. The other class seem to feel that there is something seriously wrong at school if children do not come home with a big pile of books. I am of the opinion that there are very few pupils of the higher grades in our public schools nowadays who are in serious danger from overstudy. The difficulty in the case of these older pupils, so far as Hoboken is concerned, has been too much diversion. "With all the club meetings, card parties, dances, theatres and entertainments of various kinds that the boys and girls of this generation are wont to attend, it is a wonder that they succeed in school as well as they do. While we have made no attempt to gather statistics relating to this question, it is our opinion, based upon much observation and interrogations for a number of years, that more home study in the upper elementary grades and in the High School would result in better school work without physical detriment. Much of the diversion pupils frequently indulge in is more injurious to health than a reasonable amount of application to school work at home."

Home tasks should be confined exclusively to memory work. Many parents in their anxiety to help their children, as a rule, do more harm than good. The methods in vogue

to-day are radically different from those employed a generation ago, and the help received at home, in many instances, interferes with the instruction in the classroom.

LEAVING SCHOOL.

Our records show that during the past school year the Board of Education granted permission to 150 children to leave school before completing the course of study prescribed for the elementary schools. In other words, this practically means five classes of thirty pupils each have been thrown upon the world without proper academic preparation in the great struggle for existence. The great majority of these children were obliged to leave school in order to contribute their mite to the relief of their parents. If the child has really reached the limit of his mental capacity or has become actually tired of school life, it is probably the best thing for him to go to work; but it is a woeful misfortune for any child to leave school before completing the grammar grades, not so much from the standpoint of losing a few years' schooling, but from the economic standpoint of cutting down his earning power during his whole life. "Investigation seems to show that the boy who leaves school at fourteen is condemned to always work in low grade employments at a wage that hardly affords a living; that the older the age at which he leaves school the greater the wages he will ultimately earn. The boy that does not leave school until sixteen will in three years be earning more than the boy who left at fourteen will be earning at the end of five years."

The Industrial Commission of Massachusetts, who investigated this matter some years ago, found:

1. If the child enters employment at the age of fourteen the first three or four years are practically waste years so far as they concern either the actual productive value of the child or the development of his industrial or productive efficiency. The employments upon which he enters demand so little intelligence and so little manual skill that they are not educative in any sense.

2. Children who continue in school until sixteen or eighteen, especially if they complete a High School course, are able to enter upon employments of a higher grade.

3. The child who enters the unskilled employment reaches within four or five years his hightest wages, and these

are practically the same as those with which his High School competitor begins. The child doing skilled labor makes more money within two or three years that the other child does in five or six years. The fact is that the years in mill, factory, shop or store have not resulted in such advanced positions as have the years in school.

4. The positions of messengers, office and errand boys, cash girls, etc., are temporary and uncertain. One of the largest firms states that five hundred and eighty cash girls are taken each year to fill two hundred positions. There is also very slight chance to advance. It is not even the avowed policy of the majority of employers to advance the cash girl or the errand boy. They are either too immature and irresponsible, or they are too small physically or have too low education.

5. On account of the waste time and of the uncertainty of the work these employments are distinctly bad in influence, resulting in instability of character.

6. That neither power nor advantage is gained by entering an industry at an early age; that the child who does enter closes behind him the door of progress to a fair living wage; that such a child associates himself with our most undesirable population; that the work performed by the children is passing gradually to poorer and poorer classes of foreigners, are facts the State must face.

In view of the facts so forceably submitted by the Massachusetts Commission, the granting of permission to 150 children to leave school was undoubtedly a personal loss to each child.

SPECIAL CLASSES.

With the exception of mental defectives, special classes have been provided for pupils who may not be regarded as belonging to normal classes. The classes to which I refer are included in the following enumeration:

1. **Mental Defectives.**—During the past year I have devoted considerable attention to an investigation of this class of children. During the past year inquiry revealed the fact that we had seventy-three mentally defective children. I am now making a more thorough investigation through the Medical Inspectors and hope to report the results in the near future with the purpose in view of providing special classes for these unfortunates.

2. **Classes for the Blind and Deaf Mute.**—As Superintendent Snyder says: "The State makes no adequate provision for blind children. They therefore have no opportunity to acquire an education unless their parents are fortunate enough to possess sufficient means to place them in institutions outside of the State." A careful investigation revealed the fact that there are but four blind children of legal school age residing within the city. Of this number two are attending schools for the blind and so far only one has applied to the School Board for the privilege of receiving instruction. Inasmuch as the Board of Education would not be justified, on account of the great expense involved, to organize a class for one or two blind children, satisfactory arrangements were made with the Jersey City Board of Education for this blind pupil to enter the class for blind children established in that city. So far only one deaf mute child has made application for instruction, and this child is being cared for by the Jersey City Board of Education on the same terms and conditions as blind children.

3. **Classes for Truants and Incorrigibles.**—We have had one class for several years in a separate building known as the "Parental School." No pupil is sent to his school until the principal and class teacher have exhausted all the means at their disposal to secure good behavior or regular attendance. During the latter part of the year arrangements were made whereby the boys of this school are taking an elementary course in manual training in the High School shops. It is needless to state that the boys are delighted with the work and I believe that it will be the means of enlisting a renewed and continued interest in school work through the medium of their motor activity.

This school is not looked upon as a "penal institution," but as an intermediate school between our public schools and State Homes. The work of this school has been an unqualified success. It is entirely due to Miss Ella R. Reidy, who is especially endowed both by nature and training for handling this class of boys. The great personal interest that she takes in "her boys" is highly appreciated by them and is undoubtedly the source of her success in exercising a great influence on their conduct.

PARENTAL SCHOOL REPORT.

Year ending June 30, 1912.

1. Number of truants entered during the year	33
2. Total number of cases of tardiness	18
3. Total number days present	2,127
4. Total number of days absent	483½
5. Possible number of days attendance	2,610½
6. Average daily attendance	11
7. Age of pupils—	
No. of pupils between 8 and 9 years	2
No. of pupils between 9 and 10 years	1
No. of pupils between 10 and 11 years	4
No. of pupils between 11 and 12 years	3
No. of pupils between 12 and 13 years	11
No. of pupils between 13 and 14 years	10
No. of pupils between 14 and 15 years	2
8. Grades respresented—	
No. of pupils from Grade 1A	0
No. of pupils from Grade 1B	2
No. of pupils from Grade 2A	6
No. of pupils from Grade 2B	1
No. of pupils from Grade 3A	1
No. of pupils from Grade 3B	6
No. of pupils from Grade 4A	4
No. of pupils from Grade 4B	8
No. of pupils from Grade 5A	3
No. of pupils from Grade 5B	1
No. of pupils from Grade 6A	1
No. of pupils from Grade 6B	0
9. Number of pupils returned to former schools	4
10. Number of pupils who left school district	3
11. Number of pupils who left school to go to work	5
12. Number of pupils sent by parents to Jamesburg	2
13. Number of pupils suspended	0
14. Number of pupils sent by parents to other institutions	2
15. Number belonging June 30, 1912	17

4. **Classes for Retarded Pupils.**—As one of the means toward remedying the non-promotion of pupils, ungraded classes were organized last September in each school building. These classes consisted of pupils three or four years behind

their grade; children that were retarded; children who on account of retardation failed to make their grade because of lack of proper adjustment; classroom misfits; children who were not able to work profitably in the ordinary class conditions. These classes have been called "Opportunity Classes" because of the opportunity they offer its members to get a new start. The amount of retardation in any given school system is necessarily a matter of deep concern to the school authorities. The condition is not a new one; it is an old condition, for ever since the establishment of the public school system the ages of children doing the same work have varied and they will ever continue to do so. The essential meaning of retardation is the failure to complete a given amount of work in a specified time. There are several causes which bring about this condition. The standards for classifying retarded pupils are many and not altogether reliable. Retardation depends entirely upon the viewpoint. Some pupils who enter late and make regular progress appear in some tables as retarded along with those who have been held back to repeat one or more grades. I do not class such a pupil as retarded.

Statistics show that a far larger percentage of children fall behind in their class work on account of failure to do the work than those who fail on account of late entrance. The age at which a pupil should enter school varies from five to eight years, according to the locality. In some sections of the country, even where the entrance age is young, some parents prefer to keep their children out of school until forced to send them by the law of compulsory education. Their claim is that a child who is mentally able to do the work will complete the work in the elementary schools at the same age as his classmates, no matter at which age he begins. This would be very true if our public schools were so arranged that a pupil could be promoted whenever his progress in his studies would warrant such promotion. But this is manifestly impossible and cannot be done as long as our school systems are as they are at the present time. As Miss Ethel Litchfield says: "A pupil should be considered retarded if, after he has once started school, he does not keep up with the average amount of work specified for a certain length of time, regardless of his age, condition or environment."

Total enrollment during the year 1912	9861
Children in "Opportunity Classes"	300
Why 300 pupils were sent to these classes—	
Deficient in arithmetic	256
Deficient in geography	72
Deficient in grammar	150
Deficient in history	68
Deficient in language	182
Deficient in spelling	138
Deficient in all subjects	10

What happened to "Opportunity Class" pupils during the year—

Returned to former grades	75
Sent to advanced grades	110
Retained in classes	109
Left city	6

GRAMMAR SCHOOLS

Graduating Exercises

February, 1912.

PROGRAM

1.	Overture	"Lustpiel"	(Kela-Bela)
		High School Orchestra	
2.	Invocation		Rev. H. J. Johnston
3.	Music	"Swing Song"	(Barnes)
4.	Salutatory		Samuel Gross
5.	Recitation	"The Voice of the Flag"	Frieda Schroeder
6.	Salute the Flag		By the Graduates
7.	Valedictory		Frank Murray
8.	Music	"Heartsease"	(Moret)
9.	Address to the Graduates		Mr. Robert H. Alberts
10.	Music	"Village Orchestra"	(Gaunt)
11.	Presentation of Classes for Graduation		Supt. A. J. Demarest
12.	Violin Solo	Serenade—R. Drigo	Fred. Gerleit
13.	Awarding of Diplomas		
	Mr. George Lankering, President Board of Education		
14.	Music		(Selected)

GRAMMAR SCHOOL GRADUATES.

February, 1912.

SCHOOL NO. 1

Flora Adelman,
Louise Bonin,
Margaret Conrad,
Edna Edgar,
Theresa Geetlein,
Tina Haas,
Gertrude Jack,
Bessie Kennan,
Daisy Klein,
Myrtle Rice,
Frances Schwenck,
Sigurd Andersen,
August Biehler,
Arthur Dittmar,
George Dorsey,
Frederick Droste,
Harry Hagen,
William Lullmann,
Harry Pavero,
Harry Price,
Louise Johnson,
William Semmig,
Catherine Atlakson,
Julia Budy,
Edythe Davy,
Magdelene Ehlert,
Anna Goodall,
Florence Grube,
Louise Johnston,
Florence Rathjen,
Carrie Scognamiglio,
Libbie Siegel,
Isadore Brivic,
Gustave Eggerling,
William Geiger,
Frederic Lullmann,
William Morgenstein,
Herbert Schmidt,
Walter Weidner,
Herman Wolowitz,
Frederic Gerleit.
Charles Esser.

SCHOOL NO. 2

Herbert Frisch,
Ellsworth Price,
Albert Schranck,
Daisy Anderson,
Thelma Bang,
Lavinia Housman,
Katherine Hirsch,
Irene Kuncken,
Gladys Kirkpatrick,
Florence Korbach,
Florence Knight,
Isabel Parpart,
Francesca Stockfleth,
Elsa Schumacher,
Amanda Schulz,
Josephine Scharzwalder.

SCHOOL No. 4

Charles Brandenburg,
Emil Einarsen,
Thomas Gundersen,
William Haines,
Herbert Kaelin,
Fred Moller,
Walter Newburg,
Oliver Olson,
George Siecke,
Martha Baxter,
Loretta Brunck,
Elizabeth Mathil,
Mildred Newmark,
Estelle Raggio,
Louise Schlegel,
Frieda Schroeder,
Lillie Siegel,
Ella Smith,
Mary Spencer,
Marie Spilane,
Christine Thomsen.

SCHOOL NO. 6

Mildred Bradford,
Carrie Cohen,
Dorothy Cross,
Wilma Deitering,
Florence Horwood,
Flora Kimble,
Anna Knapp,
Marion Theresa Luehs,
Dorothy Priemer,
Cecelia Tammen,
Sabina Tokarski,
Elmira Van Keuren,
Henrietta Van Twisk,
Elsie Weber,
Howard Heffernan,
Adolph Henry Lankering,
George H. Louys,
George Miller, Jr.,
Gertrude Reid,
Margaret Renner,
Frank Murray,
Hartley Smith,
Carl Thomas.

SCHOOL NO. 8

William Borchers,
Emil Brunken,
Arthur Bucher,
Dennis Calabro,
Fred De Sapio,
John Francke,
George Henningsen,
Charles Iadiano,
Norman Kraeft,
John Lambiase,
Edward Marvinny,
Walter Mooney,
Benjamin Pawlik,
Francis Petersen,
Harry Thompson,
Pauline Kayser,
Alice Luetzow,
Selma Olsen,
Anna Tanz.

SCHOOL NO. 9

Benjamin Cowan,
Florence Crane,
Andrew Diele,
Louise Diele,
Cornelius Foley,
Rebecca Goldsmith,
Celia Gray,
Samuel Cross,
Vincent Hagerty,
Lydia Henry,
Max Hochheiser,
William Kacin,
Arthur Keller,
Anna Krausser,
Leah Leed,
Anna Moran,
Anna Poggi,
Mildred Seville,
Irving Silon,
Albert Wagner,
Harry Wehrenberg,
Maurice Weisman,
Henry Werther,
Hattie Wobst,
Gertrude Woelfel,
Anna T. Wolff.

PROGRAM

1. Overture "Mosaic Overture" (Rollinson)
2. Invocation Rev. G. Ernest Magill
3. Music "Love in Idleness" (Macbeth)
4. Salutatory Harry Cammisar
5. Recitation "As the Moon Rose" Alice Ferguson
6. Salute to the Flag By the Graduates
7. Valedictory Christopher Bobbe
8. Music "In the Shadows" (Fruck)
9. Address to the Graduates Rev. William R. Jenvey, D. D.
10. Music "Southern Stars" (Ascher-Mahl)
11. Presentation of Classes for Graduation
Superintendent A. J. Demarest
12. Awarding of Diplomas
George Lankering, Esq., President Board of Education
13. Music "National Emblem" Bagley

Music by the High School Orchestra

GRAMMAR SCHOOL GRADUATES.

June, 1912.

SCHOOL NO. 1

Emile Anone,
Christopher Bobbe,
Charles Buddle,
Max Berkowitz,
Edith Bearman,
Charles Brown,
Henrietta Byron,
Herbert Buhring,
Maurice DeBari,
John Coppolino,
Cecelia Cohen,
George Draffin,
Katherine Eggers,
Charles Ehlert,
Martha Frey,
Etta Guggenheim,
Estella Goldstone,
Arthur Hausman,
Florence Harper,
Evelyn Krohn,
Charles Kruse,
Elsie Liebhauser,
John Mulcahy,
John Marcenaro,
Florence Ostrander,
Rosa Pelzer,
Harry Ruther,
Walter Roll,
Moses Rosenthal,
Agnes Reeves,
Bertha Sellenies,
Walter Stone,
Joseph Strub,
Edna Spanier,
Otto Schoen,
Nathan Susselman,
Royal Tilford,
Katherine Ufferflige,
George Volz,
Henry Wagner,
Emilie Wiebelt,
George Wehner, Jr.,
Florence Zucker.

SCHOOL NO. 2

Sylvia Apfelbaum,
Marion Blair,
Antoinette Catoggio,
Ethel Cross,
Mary Cuneo,
Mabel Fall,
Estelle Kleiber,
Gertrude Langen,
Mathilde Muhly,
Irma O'Connor,
Edith Rundspaden,
Hazel Smith,
Eva Seitelbaum,
Alida DeWitt,
Alice DeWitt,
Samuel Askin,
Henry Ahlert,
Alexander Duncan Barnes,
Ivins Brockmann,
William Canavan,
Cyrus Endler,
Henry Larsen,
Francis LaPointe,
Albert Morris,
Abraham Mopper,
Fredric Ogden,
Alfred Sieben,
Harry Salomon,
Miles Stray,
Franklin Edmonston.

SCHOOL No. 4

Goldie Aldrich,
Theresa Badaracco,
Frances Ellermann,
Henrietta Fritz,
Ella Kamps,
Florence Larson,
Augusta Kuester,
Louise Miche,
Emilie Scheutz,
Elsie Seel,
Lillian Wilson,
Joseph Bongiorno,
Herman Grobe,
John Gunderson,
Gilbert Hyland,
Andrew Lingner,
George Lindstrom,
Albert Muhlmeister,
Bernhardt Ramm,
John Freyburger,
William Wieboldt.

SCHOOL NO. 6

John Bates,
Ralph Emery,
Alexander Jeffrey,
Bernard Lowenstein,
Victor Lundhal,
Robert Mahn,
Alfred Nelson,
Peter Spinetto,
Francis Tommins,
Edward Traver,
Dorothy Bradford,
Agnes Brennan,
Alice Clemonson,
Margaret Cullen,
Grace Cushing,
Grace Deacon,
Alice Ferguson,
Beatrice Greenwalt,
Elizabeth Harvey,
Adeline Healy,
Gladys Hunter,
Anna Johnson,
Gertrude Luehs,
Loretta O'Connor,
Wilhelmina Olsson,
Stephanie Reid,
Sadie Ress,
Edna Vezzetti,
Edward Lewis,
Viola von Deesten.

SCHOOL NO. 8

Louis Pompliano,
Anthony Dapuzzo,
Francis Marzano,
William Hammerle,
Harry Cammisar,
John Riccio,
Ibe Wilckens,
Edward Fuhrmann,
William Visconti,
George Marquardt,
Felice Esposito,
Martin Keeley,
Anthony Carluccio,
Nicholas Pollizano,
Joseph Canonico,
William Phillips,
Virginia Hussey,
Minnie Buchta,
Rose Steinberg,
Ida Barbiera,
Ella Dietrich,
Emma Kaim,
Lena Donfield,
Elizabeth Reid,
Rose Miesel,
Catherine Pinto,
Edna Mertz.

SCHOOL NO. 9

Sadie Becker,
Susan Cella,
Mary Cheiten,
Walter Ehrlich,
Joseph Goldzweig,
Kate Haas,
William Hagen,
Florence Hinz,
Herman Holboom,
Pauline Korn,
Isadore Levy,
Alma Meyer,
Robert Monsees,
David Pindar,
Violet Ready,
Marie Rosenbaum,
Lawrence Seville,
Ida Seigel,
Ida Steinberg,
Alexander Taub,
James Verbist,
Gertrude Waller,
Margaret Wise,
George Delatos.

MEDICAL INSPECTION.

Numerous investigations have shown that there are many physical defects common among children which seriously affect their health, prevent them from performing efficient school work and retard their future progress and development. The majority of these defects can be easily removed through the co-operation of the Medical Inspectors, parents and family physicians.

For the purpose of carrying on the work of medical inspection the city has been divided into three districts, to each of which is assigned a physician. The physician, in addition to the annual physical inspection, gives about two hours in the morning of each school day to the work of inspection, while the nurse gives her entire time.

During the school year 1911-12 the three school physicians examined a total of 8,523 pupils for physical defects, and sent 2,659 notices to parents concerning physical defects needing attention. The total cost of medical inspection during the year, including the salaries of physicians, nurse and supplies was $4,137.20, so that the per capita tax cost of medical inspection, including the work of the nurse in following up many cases, was $0.42. The detailed results of the Medical Inspectors are shown in the following tables:

SUMMARY OF REPORTS OF DAILY VISITS MADE BY MEDICAL INSPECTORS.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
Total Visits to Schools	134	194	180	136	199	170	184	170	199	177	1,743
No. Pupils Reported to Inspector	73	130	168	93	136	161	211	174	221	142	1,509
No. Classrooms Visited	147	171	150	174	125	157	150	132	151	151	1,508
No. Physical Examinations Made	7	36	11	93	82	35	38	60	128	15	505
No. Pupils Excluded by Inspector	22	95	39	33	51	79	78	60	73	38	568

SUMMARY OF RESULTS OF PHYSICAL EXAMINATIONS BY MEDICAL INSPECTORS.

Physical Defects.	No. of Cases	No. Pupils Excluded	No. of Pupils Treated.			No. Not Treated	No. Cured	No. Improved	No. Reported to Parent for treatment.
			By Nurse	By physician	At Disp.				
Anaemic	34	2	3	1		12		5	16
Hearing	46	2	4	1		28	1	7	20
Heart	67			11		17		12	35
Lungs	4	3			3	1		3	4
Nasal Septum	1,335					197			1
Naso-Pharynx	683	3	1	24		239	41	30	333
Sight	702	21	20	43	9	267	83	74	590
*Teeth	3,473					757	722	109	1,048
Throat	1,233	6	7	43	1	385	110	48	852
Adenoids	199								
Slightly Enlarged Tonsils	249								
Totals	8,025	37	35	123	13	1,903	957	288	2,899

Total Number of Pupils Examined—9,127. *See Report of Work Done by School Dentist.

THE FOLLOWING TABLE SHOWS THE RESULTS OF THE DAILY INSPECTION BY DOCTORS.

RESULTS.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Totals
No. Excluded	18	46	65	33	59	61	99	61	90	36	568
No. Recommended to Parent for Treatment	24	65	40	36	72	124	91	69	87	47	675
No. Pupils Cured	6	35	43	35	46	28	83	23	46	36	381
No. Pupils Improved	5	8	11	8	5	25	27	27	12	8	136
No. Days Lost Through Exclusion By Inspectors	88½	416	599½	473½	409	670½	1,052	623½	677½	449½	5,459½

The following Table Shows the Classes of Cases as Detected by the Medical Inspectors in their Daily Visits.

DISEASES	No. Cases	DISEASES	No. Cases
Abscess	4	Impetigo	92
Adenoids	17		
Anaemia	1	Mumps	92
		Mal-nutrition	4
Blepharitis	4	Measles	4
Bronchitis	3		
Burns	2	Non-contag. eye disease	62
		Non-contag. Ear Disease	17
Contagious Eye Disease	38	Non-Contag. Skin Dis.	14
Contagious Skin Disease	58	Pediculosis	138
Contusion	2		
Chicken Pox	34	Ringworm	28
Chorea	8		
		Scarlet Fever	29
Defective Sight	19	Scabies	2
Diptheria	11		
Defective Hearing	5	Tuberculosis	19
Erythena	2	Tonsilitis	64
Eczema	1		
Enlarged Tonsils	92	Unclassified	119
Epistaxis	1		
		Vaccination	4
Fits	1		
		Whooping Cough	12
Hemorrhage	3	Wounds Dressed	3
Heart Disease	1		
Herpes	14	Ulcer	1
		Otitis	1

THE SCHOOL NURSE.

Hoboken took an advanced step when the Board of Education secured the services of Miss Ada Havens as a nurse to supplement the work of the Medical Inspectors. The work of the nurse is not curative, but preventative in character—not to nurse sick children to health, but to prevent their becoming sick. The duties of a school nurse are summarized as follows: She is expected to visit the homes of excluded children to see whether parents know how to seek and obtain for their children such medical attention as is required; to give advice when necessary in the treatment of contagious diseases; to show parents who are too poor to pay for medical treatment how they may use the free clinics; to assist indifferent mothers in caring for the health of their children; to follow up cases of children that need to have eye-

glasses; that need the services of the dentist; to determine whether the cases of absent children are contagious and thus prevent the spread of disease; to assist mothers in the proper treatment of sore eyes, sore hands, how to clean the heads; in a word, the school nurse, through her good offices, enters the home and does everything within her power to improve the physical condition of it.

Medical inspection is an excellent thing in caring for the physical well being of the children, but it has its limitations. The Medical Inspector examines the children, excludes certain children on account of contagious diseases, sends the proper notice to the parents and there his usefulness ends. As a rule he does not know until the child returns to the school whether parents pay any attention to his notices or not, and in a great many instances there is an unnecessary absence, with no real results. With the school nurse to follow up at once the suggestions of the Medical Inspectors, this whole matter is changed.

REPORT OF NURSE.

Total No. of visits made	2,152
Total No. of cases reported to Nurse	837
a. Physical defects	423
b. Diseases	301
c. Specials	113
Total No. of school visits	407
Total No. of revisits to homes	1,019
Total No. of cases at Dental Clinic	2,064
Total No. cases of eye examinations under Medical Inspection in the several schools	913

TABLE No. 1.

SHOWING THE NUMBER OF DISEASES REPORTED BY THE SEVERAL SCHOOLS.

Diseases.	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9	To-tal.	No. Ter-min-ated
Blepharitis				5		5			2	12	12
Chorea		1		2						3	3
Conjunctivitis	1	2	3	1	1	6	4	2	3	23	23
Contag. Skin			1							1	1
Corneal Ulcer				2						2	2
Dermatitis		1								1	1
Eczema	2		2	1					1	6	6
Epistaxis							1	1		2	2
Favus					1					1	1
Fanular Lids	1			1				2		4	4
Haemorrhage		1		3						4	4
Impetigo	7	3		5	1	5	1	9	2	33	31
Keratitis				2						2	2
Otitis	1	2	1	1	1	1	1		2	10	10
Pediculosis	5	4	8	6	23	10	12	39	12	119	117
Ringworm	1				1	2	1	1	2	8	8
Scabies	6	1	2	10	1		3	5	4	32	28
Skin Eruption	1		1		6		3	14		25	23
Tonsilitis						1				1	1
Tuberculosis	1						1			2	2
Uncleanliness					2	1	4	2	1	10	10
Totals	26	15	18	39	37	31	31	75	29	301	291

TABLE No. 2.

SHOWING THE NUMBER OF PHYSICAL DEFECTS REPORTED BY THE SEVERAL SCHOOLS.

Physical Defects	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9			No. ter-min-ated
Adenoids		1	1	2		2	3	2		1	12	10
Cataract								2			2	2
Defective Septum			1					1	1		3	2
Def. Hearing					1	2	1				4	4
Def. Teeth	6		7	84	51		138	2	10	9	307	307
Tonsils		1		2	8		17				28	16
Def. Vision	3		20	9	4	4	23	3		1	67	44
Totals	9	2	29	97	64	8	182	10	11	11	423	385

TABLE No. 3.

Special Cases.	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9			No. Terminated
Contagion...	1	3	2	3	3	17	2	5			36	36
Miscellaneous	5	3	6	18	14	4	9	12	1	5	77	76
Totals...	6	6	8	21	17	21	11	17	1	5	113	112

DENTAL CLINIC.

During the year 1910-11, out of 8,773 children examined by the Medical Inspectors in the public schools of this city, 2,943 were found to have defective teeth. It is unusual to find a child under the age of ten years who has not one or more defective teeth, while above that age the defects are almost equally prevalent. It may be safely assumed that every child of school age needs dental supervision, if not actual dental treatment.

The mouth may become the "gateway of evil." Through this "gateway" myriads of germs may pass back and forth into the alimentary canal whence they can infect the human body. The school may become a menace to the health of the commonwealth. Epidemics may originate from oral infection. It is cheaper to prevent disease than it is to treat it. It is easier to preserve children from suffering than it is to cure them. Statistics show that children with defective teeth progress 6 per cent. more slowly in their school grades than normal children, and that whereas the average child with no defects completed eight grades in eight years, the average child with defective teeth too 8.5 years to complete the same course. Why not save the children from a loss of time, loss of education, loss of service, loss of health, possibly death? When the family is able to pay a small fee for medical services, physicians can usually be found who will give an adequate return in treatment, but the average fee for competent dental care is above the means of a great proportion of the people, and as a result the teeth of the children are neglected.

To meet this situation Hoboken has established a free dental clinic in School No. 9 for the use of the children of the

public schools, the expenses of which are supported by the Board of Education. This free dental clinic was opened December 13, 1911, and Dr. Cornelius Kiel, of this city, was placed in charge. Dr. Kiel's work has been eminently satisfactory and the results have been very gratifying.

Total cost of equipment and maintenance of the dental clinic from December 13, 1911, to June 30, 1912

Installation	$472 13
Dental supplies	241 89
Salary of dentist (6½ months	650 00
Total cost	$1,364 02

An analysis of the figures will show that, deducting the cost of installation, the average cost of dental treatment for each child was $0.74; including the cost of installation, the average cost for each child was $1.12.

The following table shows the amount of work done from December 13, 1911 ,to June 30, 1912

SUMMARY OF DAILY REPORTS OF SCHOOL DENTIST.

Total No. of	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total.
Patients(sitt'gs)	65	379	437	490	338	424	199	2,332
New Patients...	31	198	287	266	138	166	125	1,211
Examinations....	18	43	234	260	138	156	100	947
Fillings.....	187	283	174	181	370	258	116	1,569
Extractions, Permanent...	4	62	81	45	18	48	16	274
Extractions Temporary...	51	328	732	527	207	395	333	2,573
Treatments.....	10	98	47	95	128	93	6	477
Cases of Abscess		1	7	11	13	23	11	66
Total No. of Operations...	252	772	1,041	859	736	817	482	4,959

CONCLUSION.

During my fifteen years of service as Superintendent I have witnessed many changes in our school system, and it is the consensus of opinion that great progress has been made. Whatever changes have been made for the betterment of the school system, it is but just to state that it has been due in large measure to the hearty co-operation of the various Boards of Education, the principals and the teachers. With the continuation of the same hearty co-operation, which has been my good fortune to enjoy in the past, my earnest efforts will be directed toward advancing the present high standard of work.

Respectfully submitted,

A. J. DEMAREST,
Superintendent.

June 30, 1912.

In Memoriam

EDWARD RUSS

July 12, 1856—February 2, 1912.

Edward Russ, one of the leading educationalists in the State, a United States Commissioner and a man prominent in the legal world, died at his home in this city on Friday, February 2, 1912.

Edward Russ was born in Hoboken fifty-six years ago. As a boy he attended the Hoboken Academy and after graduating from that institution he studied for the legal profession in the law office of Judge Pryor, in New York City. He was graduated from the Columbia Law School in 1876 and was admitted to the New York Bar as an attorney and counselor in 1877, and to the Bar of New Jersey as an attorney in 1879 and as a counselor in 1883. He drafted the act providing for the erection of the Hoboken Free Public Library building and was a member of the Board of Trustees of that institution for seven years. He was known more for the interest he took in educational matters than as a lawyer. His time, money and energy were always at the service of the public school system. From 1894 to 1898 he was president of the Hoboken Board of Education, and so faithfully did he discharge these duties that when he returned to the Board of 1906 he was again honored with the presidency and continued to hold that position until 1909. For many years he was president of the Board for Industrial Education, which position he held at the time of his death. For ten years he had been a member of the State Board of Education and for the same period he had filled the position of United States Commissioner. He was a director in three banks.

MEMORIAL SERVICE.

In recognition of the public services rendered so unselfishly by Edward Russ in behalf of the educational interests of the city and State, memorial services were held in the Auditorium of the High School on Wednesday, February 7, 1912. In addition to a most impressive musical program, short

addresses were delivered by Rev. William R. Jenvey, D. D., representing the Industrial Board of Education; Dr. Charles S. Chapin, representing the Normal School at Montclair, and Superintendent A. J. Demarest, representing the Hoboken school system. The Divine blessing was invoked upon the exercises by William A. Kerr, Secretary of the Board of Education.

Superintendent Demarest spoke in part as follows

"I fain would speak a few words of tenderness of him who was so recently taken from us, whom death has claimed for his own, and who now sleeps the sleep which knows no waking. It has been said that the love which survives the tomb is one of the noblest attributes of the soul. In the spirit of that sentiment we have met to place our bunch of forget-me-nots on the shrine of old associations as a tribute of affection and esteem to the memory of Edward Russ.

> The noble heart, the manly form,
> The voice that moved men's mind at will,
> That faced the fury of the storm
> To-day in perfect peace are still.

"The life of Edward Russ is intimately associated with the educational history of this city. For fifty-six years he has resided in our midst as an honored and respected citizen. During his life he took an active interest in every movement that had for its object the betterment of our city. For ten years he was called upon to serve on the Board of Education and for several years he served as a member of the Library and Industrial Boards. In these positions, as well as in every position in life, devotion to duty, personal responsibility, uprightness, sterling integrity and unquestionable loyalty were the characteristics of his manly nature that nerved him on to fill his true niche in the record of human progress.

"In life there is nothing except what we put in it. In the fifty-six years of his life Edward Russ crowded so much work, so many successes, so numerous duties, as to merit from his fellow townsmen that most eloquent tribute paid to Goethe by the Emperor of Germany when he met him and exclaimed 'You are a man.'

"In the minds of those who knew Mr. Russ his name stands for certain qualities that every person may well desire

to possess. The first quality was his sterling integrity. He was an honest man. He realized that honesty has its foundation in one's own heart. He was honest with himself; therefore he was honest with others. He was open, candid, sincere. Through his veins flowed blood untainted with hypocrisy.

"His second characteristic was his unostentatious generosity. Mr. Russ was a generous man. In my heart are locked up many secrets of his charitable acts. A friend once said of him: 'Mr. Russ will go as far as any man to do a kind act and then go a little farther that he may conceal it.' Another characteristic of Mr. Russ as a school official was his candor. He was a plain, straightforward man, with nothing of superficiality about him. What he said he meant and what he meant he was apt to say. No man ever doubted his word or hesitated to trust him to do what he said he would do. Once his confidence was won nothing but dishonor could break the ties which bound him to his fellowman. Rock-ribbed by integrity and probity, his conduct was ever just and honorable. One of his most predominating traits was his unselfish devotion to the public school system of this city. Beyond question no man spent his own valuable time more freely and his money more lavishly in the cause of education than Edward Russ during the nine years of his presidency of the Board of Education.

"He was not a passive president, but, on the contrary, he took an active interest in every movement that affected the uplift and betterment of our school system. One hour each day was set aside for school visitation, and the pleasure derived from coming in contact with the school children fully compensated him for the sacrifices that he made. And lastly his fondness for the school children and his constant efforts to minister to their happiness and welfare was a prominent trait in his make-up. The pupils were his friends. To the memory of a noble nature like his, marble and bronze tablets may be reared by a grateful community, but no tablet can be erected by the hand of art so grateful to his real worth as that which is enshrined in the affections and engraved upon the hearts of our girls and boys."

Dr. Charles S. Chapin, Principal of the Montclair Normal School spoke in part as follows:

> He was my friend, faithful and just to me,
> Therefore am I come to speak at his funeral.

"I speak of Mr. Russ frankly as a partisan. Our relations were of the most intimate kind. He gave me his entire confidence and I returned his gift in kind. He discussed with me subjects which he concealed from others and he made to me an open disclosure of his ideals, his ideas, his hopes and his ambitions. In the nearly four years of our intimacy this man of quick temper and unrestrained speech never spoke to me ungently or impatiently. He seemed resolved to show me only the softer and sweeter side of his nature.

"For there was another side to Edward Russ. His temper flared up easily and he spoke a language that was brusque almost to brutality when he suspected a man of unworthy motives. His nerves, overstrained by devotion to business, sometimes mastered him and he did injustice, of which he often repented in full sincerity. But to me he was the kindest of brothers, and I look back to-day on an unbroken and unblemished series of kindnesses and courtesies.

"Three things stand out conspicuous in my memory. First, Mr. Russ' entire devotion to the Montclair State Normal School, which owed its existence to him more than to any other one man. I have served the State Boards of Education in two other States, but I have never known a man or woman who sacrificed so much of time and money and ease and effort to an institution. He was never too busy to consult with me and never too tired to begin a new piece of work for the school. By day and even by night he kept in touch with our building by telephone. He said to me more than once that this school was his pet and that it stood to him in place of wife and children. Every picture on the walls was purchased with money which he placed in my hands to be expended as I judged best. First, last and all the time he studied how to make the Montclair State Normal School more useful and better appreciated.

"Secondly, his keen sense of personal and official honor. He was the last man to be called a Puritan, yet in the fine old German blood that coursed in his veins there was a strain of the old Puritan spirit. The Puritan believed that every man that is born of woman is under compulsion to do the right as it is given him to see the right, and this was the working creed of the German Russ. I do not insult his memory by saying that he could not be bought or sold. No man would have dared to whisper a bribe in his ear. In the

higher, rarer atmosphere of puctilious devotion to the finest sense of honor, he was supreme. I wanted him to ask the Legislature for a small appropriation to complete our building as I thought it should be completed, and to-day I believe my contention was sound, but he considered his word pledged to the State to do a certain work for a certain appropriation, and that to ask for more was to repudiate a promise. In the minutest matters of personal expenses, which he might have charged legitimately to the State because they were incurred in rendering a difficult but unpaid service, he was scrupulous almost to the point of the laughable. His integrity was too high for question or assault. I have never known a more thoroughly honest man.

Third, the refinement of his intellectual taste, unseen except by his intimates and unsuspected by most. This busy man of affairs who knew how to make money and liked to make money, was a reader of good books, a lover of good music, and of art, and a traveler of quick and fine appreciation. He used to talk of these things to me and each conversation was a new discovery of intellectual depths and of cultivated tastes. He was of the practical, rather than the speculative type of mind, yet he thought much on great themes and his thinking occasionally expressed itself to me in words.

The last time I saw him his face was ruddy with health and the clasp of his hand warm and firm. So let him pass out of my life in the full flush of his vigorous manhood. Let me remember only his smile of welcome, his nervous, energetic manner of business, his unrivaled devotion to public service and to private duty, his friendly confidence and his abounding generosity to me, I have lost a dear friend and the world is so much poorer for me.

"But I have this left—the perfume of a fragrant friendship, the encouragement of a persistent spirit and of the undeviating pursuit of an ideal honor, and the inspiration of association with a man whom 'to know well was to honor, and whom to honor was to love.' And this was Edward Russ."

Miss Juliette S. Jeanneret died at her home, in Hoboken, October 14, 1911. Those who came into intimate relation with her could scarcely fail to receive lasting impressions. Over her pupils she exerted a powerful and highly stimu-

lating influence. She was eminently a woman of sincerity, and this, perhaps, was one secret of her great personal influence on youth. To say that Miss Jeanneret was a teacher expresses only a half truth. She was more than a teacher; she was an instructor. She inspired her pupils with a love for truth and so taught them that they were at every step building character. For over thirty-three years she served in a most acceptable manner, and her death came as a great shock to her large circle of friends.

On December 9, 1911, Mrs. Annie Donovan passed to her reward. She served but four months as a teacher in School No. 5, but during her brief career as a teacher in this city she was faithful and energetic in the discharge of her duty, and her noble nature won the confidence and respect of her associate teachers.

Edward C. Forbes, janitor of School No. 6, died May 10, 1912.

RESIGNATIONS.

Name.	Date of Resignation.
Amy C. Searle	October 1, 1911
Jennie Kerr	October 1, 1911
Geraldine McMillan	October 27, 1911
Margaret Canning	January 1, 1912
John P. Maloney	January 1, 1912
Ira S. Sheppard	February 1, 1912
Catherine F. Roche	April 1, 1912
F. Elizabeth Downer	May 15, 1912
C. Ottilia Koeller	May 2, 1912

APPOINTMENTS.

1911-1912.

Name.	Date of Appointment.
Elsa H. Kerls	September 1, 1911
Adele S. Raettig	September 1, 1911
Grace A. Brown	September 7, 1911
Mary F. Haggerty	September 7, 1911
**Annie Donovan	September 7, 1911
Hilda L. Lankering	September 7, 1911
Mai Lawrence	September 7, 1911
Lucy Duff	September 7, 1911
Florence Yeaton	September 7, 1911
John Griffin	September 7, 1911
Helen Matthes	September 7, 1911
P. G. Fleming	September 7, 1911
Agnes Gonzales	September 7, 1911
David J. Walsh	September 7, 1911
Henry J. Spohr (Truant Officer)	September 7, 1911
Ernest G. Traua	September 7, 1911
Lucian Taistra	September 18, 1911
Harriet Walrath	September 18, 1911
Rose Pflug	September 18, 1911
Sadie Fitzpatrick	September 18, 1911
Lucy Endler	September 18, 1911
Ethel Brownell	September 18, 1911
Alice Doran	October 2, 1911
Charlotte Thaw	October 2, 1911
Elsie V. Cox	October 2, 1911
Michael Whalen (Truant Officer)	October 2, 1911
Leonard Spanburgh (Engineer)	October 2, 1911
Margaret Becker (Telephone)	October 2, 1911
Harry L. Edick	December 4, 1911
Cornelius Kiel, D. D. S. (Dentist)	December 4, 1911
Elizabeth Huger	December 7, 1911
Helen Giusto	January 2, 1912
Michael V. Darcy (Assistant Janitor)	December 27, 1911
Helen Gonzales	January 2, 1912
Antoinette Tschinkel	January 2, 1912
Lucy Cummings	April 15, 1912
*Joseph Seldon	September 1, 1912
*James L. Richmond	September 1, 1912
Jos. A. Corcoran	May 13, 1912

**Deceased.

*Appointed April 15, to take effect September 1, 1912.

SUPERINTENDENT.

DATE OF APPOINTMENT	NAME	ADDRESS	GRADE
Sept. 1, 1884.	A. J. Demarest, A. M.	1017 Bloomfield St.....	Superintendent

PRINCIPALS AND TEACHERS.

SCHOOL NO. 1

Sept. 1, 1893.	A. J. Allen, A. M.	24 Sanford St., East Orange..	Principal
Nov. 1, 1903.			
Sept. 1, 1872.	Eleanor G. Howard...	940 Bloomfield St....	8B
Sept. 1, 1866.	Angie Burnett.....	320½ Pavonia Ave., Jersey City..	8B
Sept. 1, 1877.	Nellie P. McCain.....	723 Washington St...	8A
Sept. 1, 1911.	John J. Griffin.....	1008 Willow Ave.....	8A
Sept. 1, 1880.	Isabel E. Jackson....	1023 Bloomfield St....	7B
Sept. 27, 1880.	Mary Coghill.....	836 Bloomfield St....	7B
Sept. 27, 1880.	Sarah Michell.....	1015 Bloomfield St....	7A
Sept. 15, 1873.	Clara M. Ward.....	53 Atlantic St., Jersey City..	7A
Sept. 1, 1884.	Ida C. Schrader.....	908 Park Ave.....	6B
Dec. 1, 188.	Almie Doyle.....	812 Washington St...	6B
Sept. 1, 1891.	Louise Wissinger.....	66 Rutledge Ave., East Orange..	6A
June 1, 1901.	Arethusa Perry.....	820 Washington St...	6A
Sept. 7, 1911.	Helen Matthes.....	212 Clinton St.....	5B
Aug. 26, 1895.	Jennie J. Walsh.....	600 Willow Ave.....	5B
Sept. 1, 1902.	Nora A. Barry.....	829 Garden St.....	5A
Sept. 9, 1899.	Elizabeth J. Howard..	940 Bloomfield St....	4B
Nov. 1, 1908.	Gertrude Trautwein...	215 Tenth St.....	4A
Oct. 23, 1905.	Mary A. Downey.....	59 Park Ave.....	3B
Feb. 1, 1895.	Elizabeth Alt.....	500 Washington St...	3A
Oct. 1, 1895.	Dora Strothoff.....	1027 Garden St.....	2B
June 1, 1882.	Clara V. Havens.....	710 Park Ave.....	1B
April 1, 1900.	Katherine Funcheon...	506 Garden St.....	Leave of Absence
Sept. 1, 1902.	Emma L. Carling.....	937 Bloomfield St....	Opportunity
Sept. 1, 1897.	Katherine L. Judge...	1116 Park Ave.....	Kindergarten
April 1, 1899.	Almina A. Wilson.....	1310 Garden St.....	Kindergarten
Dec. 1, 1891.	Annie D. Ryan.....	609 Garden St.....	Office

SCHOOL NO. 2

Sept. 1, 1902.	William J. Wyse, A. B.	1018 Hudson St.....	Principal
Oct. 1, 1872.	Virginia Harry.....	520 Hudson St.....	8B
Feb. 26, 1877.	Matilda Jeanneret....	108 Thirteenth St....	8A
May 1, 1889.	Katherine Horwood...	1029 Garden St.....	7B
Sept. 1, 1878.	Susan W. Applegate..	718 Washington St...	7A
Sept. 9, 1879.	Mary C. Applegate...	718 Washington St...	6B
Jan. 15, 1881.	Lavina Reid.....	1019 Bloomfield St.....	6A
May 1, 1901.	Jessie McCammond....	715 Bloomfield St.....	6A
Oct. 18, 1897.	Ida C. Erk.....	1143 Garden St.....	5B
Oct. 1, 1886.	Pauline Stursberg.....	932 Washington St...	5B
Mah. 12, 1895.	Lucia Jeanneref.....	108 Thirteenth St.....	5A
Oct. 1, 1909.	Frank Klein.....	942 Bloomfield St.....	5A
Sept. 11, 1905.	Anna Gunderson.....	619 Garden St.....	4B
Feb. 1, 1897.	Ida McCague.....	1016 Garden St.....	4A
April 16, 1906.	Florence Niver.....	819 Washington St...	3B
Sept. 1, 1891.	Helen Van Keuren....	940 Bloomfield St.....	3B
Jan. 1, 1887.	W. McCain.....	723 Washington St...	3A
Sept. 17, 1908.	Mabel L. Coyle.....	718 Bloomfield St.....	2B
Mch. 21, 1898.	Sophie Schroder.....	1026 Hudson St.....	2B

SCHOOL No. 2 (Continued.)

Sept. 3, 1883.	Jessie Wendover.....	908	Park Ave.....	2A
Sept. 1, 1891.	Sadie E. Schroeder....	106	Eleventh St.....	2A
Sept. 15, 1878.	Sophie G. Schrader....	908	Park Ave.....	1B
Sept. 9, 1907.	Sarah Maxwell.....	1006	Garden St.....	1B
May 1, 1908.	Irene Livesey.....	831	Willow Ave.....	1A
Feb. 1, 1910.	Anna Bowes.....	528	Clinton St.....	1A
Sept. 1, 1880.				
Oct. 8, 1894.	Annie B. Francis.....	834	Park Ave.....	Kindergarten
Sept. 1, 1908.	Eleanor G. Coyle.....	718	Bloomfield St.....	Kindergarten
May 1, 1906.	Louise E. Meylich.....	824	Garden St.....	Opportunity
Sept. 1, 1908.	Rose Hauser.....	1136	Bloomfield St.....	Office

SCHOOL NO. 3

Sept. 9, 1907.	A. I. Dillon, A. B. ...	1007	Garden St.....	Principal
Feb. 1, 1907.	Catherine Strothoff....	1027	Garden St.....	6A
Nov. 1, 1907.	Anna V. Sullivan.....	211	Tenth St.....	6A
Sept. 7, 1911.	Lucy Duff.....	813	Willow Ave.....	5B
Mch. 21, 1898.	Bella F. Hart.....	232	Washington St...	5A
Sept. 7, 1911.	Mary F. Haggerty....	230	Park Ave.....	5A
Oct. 20, 1902.	Marie Keresey.....	208	Bloomfield St.....	4B
Nov. 1, 1907.	Edna M. Goll.....	908	Washington St...	4B
Nov. 1, 1904.	Grace M. Gorman.....	1115	Bloomfield St.....	4A
Oct. 15, 1903.	Janet Henry.....	59	Thirteenth St.....	4A
Oct. 1, 1903.	Frances Ingleson.....	823	Hudson St.....	3B
Sept. 1, 1908.	Lottie Schlank.....	1140	Bloomfield St.....	3A
Sept. 1, 1904.	Charlotte O'Rafferty...	706	Bloomfield St.....	2B
Feb. 1, 1910.	Catherine Doran.....	1002	Bloomfield St.....	2B
Feb. 1, 1910.	Adelaide Butler.....	720	Bloomfield St.....	2A
May 25, 1885.	Louise Hoehnle.....	630	Bloomfield St.....	1B
April 28, 1898.	Henrietta Smith.....	901	Park Ave.....	1B
Nov. 1, 1902.	Ella Eaton.....	513	Park Ave.....	1A
Sept. 1, 1908.	Mary E. Tallon.....	700	Washington St...	1A
Mch. 21, 1898.	Eleanor Mooney.....	609	Grand St.....	Kindergarten
Mch. 21, 1898.	Agnes O'Callaghan....	1223	Bloomfield St.....	Kindergarten
Aug. 26, 1895.				
Sept. 1, 1908.	Margaret B. Delehey..	1200	Garden St.....	Opportunity
Feb. 1, 1904.	Ada Smith.....	1119	Park Ave.....	Office

SCHOOL NO. 4

Sept. 25, 1871.	Elizabeth A. Allen....	1217	Garden St.....	Principal
Sept. 8, 1879.	M. L. McDonnell, Pd.M.	811	Garden St.....	8B
Jan. 1, 1885.	Estelle Leonard.....	39	Carlton Ave., E.O.	8A
May 1, 1883.	Adeline L. Harding...	326	N. 18th St., East Orange..	7B
Sept. 1, 1882.	Charlotte A. Lambert.	258	Tenth St.....	7A
May 1, 1885.	Emma L. Jackson.....	1023	Bloomfield St.....	7A
Aug. 26, 1895.	Henrietta Seyd.....	506	Washington St...	6B
Dec. 1, 1887.	Lucy V. Lambert.....	258	Tenth St.....	6B
Nov. 1, 1897.	Mary Cassidy.....	816	Willow Ave.....	6A
Nov. 12, 1877.				
April 1, 1891.	Ida F. McEnnery.....	1121	Willow Ave.....	6A
Oct. 4, 1898.	Florence McCague.....	1016	Garden St.....	5B
Sept. 7, 1911.	Hilda L. Lankering...	1227	Park Ave.....	5B
Feb. 1, 1891.	Johanna Pinner.....	815	Washington St...	5A
June 1, 1901.	Mary E. Roche.....	711	Bloomfield St.....	4B
Oct. 1, 1891.	Christiana Mount.....	1127	Washington St...	4A
April 1, 1891.	Mabel Wiggins.....	1209	Garden St.....	3A
Oct. 16, 1911.	Elsie V. Cox.....	811	Washington St...	3A
Sept. 1, 1891.	Augusta Geayer.....	1109	Garden St.....	2B
Nov. 1, 1897.	Eleanor L. Johnston..	727	Bloomfield St.....	2A
Oct. 23, 1905.	Jean Scott.....	913	Bloomfield St.....	2A
Oct. 18, 1897.	Elizabeth Ingleson....	823	Hudson St.....	1B
Dec. 10, 1892.	Rose Guinan.....	710	Bloomfield St.....	1B
Feb. 1, 1897.	Jane M. Traynor.....	1221	Washington St...	1A
Oct. 23, 1905.	Adeline Arata.....	1132	Garden St.....	1A
Sept. 1, 1897.	Charlotte Brown.....	528	Hudson St.....	Kindergarten
Mch. 21, 1898.	Anna C. Tallon.....	700	Washington St...	Kindergarten
Oct. 1, 1895.	Elizabeth Toohey.....	531	Garden St.....	Opportunity
Nov. 15, 1897.	Ella A. O'Rafferty.....	706	Blomfield St.....	Office

SCHOOL NO. 5

Sept. 1, 1873.	Annie E. Moore.....	1007 Garden St.....	Principal
Nov. 1, 1889.			
Nov. 21, 1905.	Mary J. O'Toole.....	1023 Park Ave.....	5A
Nov. 1, 1890.	Charlotte Clinton.....	1215 Bloomfield St.....	4B
Jan. 1, 1893.	Mary A. Clark.....	333 Garden St.....	4A
Feb. 1, 1893.	Alice A. O'Rafferty....	706 Bloomfield St.....	4A
May 1, 1894.	Harriet I. Reidy.....	1126 Willow Ave.....	3B
Sept. 1, 1902.	Florence Marx.....	166 Delaware Ave., Jersey City..	3A
Dec. 1, 1909.			
Oct. 1, 1883.	Addie M. Booth.....	1221 Washington St...	2B
Oct. 23, 1905.	Anna M. J. Beck.....	75 N. Maple St., East Orange..	2B
Aug. 26, 1895.	Dora Ahrens.....	618 Bloomfield St.....	2A
Aug. 26, 1895.	Elizabeth Connelly....	261 Fourth St.....	2A
Nov. 20, 1895.	Julia Werkless.....	49 So. Parkway, East Orange..	1B
Dec. 1, 1905.	Angela McDermott....	821 Hudson St.....	1B
Sept. 1, 1908.	Cecile Butler.....	720 Bloomfield St.....	1A
Jan. 2, 1912.	Helen Gonzales.....	1130 Bloomfield St.....	1A
Feb. 1, 1909.	Mary A. Bowes.....	153 Fourteenth St....	1A
Sept. 1, 1883.	Kate J. Myddleton....	141 Park Ave., Orange	Kindergarten
Jan. 12, 1903.	Kathryn O'Rafferty...	706 Bloomfield St.....	Kindergarten
Nov. 1, 1891.	Effie S. Knapp.....	1009 Willow Ave.....	Opportunity
Dec. 1, 1909.			
Oct. 15, 1903.	Margaret Ford.....	637 Bloomfield St.....	Office

SCHOOL NO. 6

Sept. 1, 1897.	Luther B. Bissell, B. S.	1116 Bloomfield St.....	Principal
Sept. 1, 1873.	Annie A. Higgins.....	1215 Washington St...	8B
Nov. 1, 1871.	Laura Herbert.....	206 Eleventh St.....	8A
Sept. 1, 1878.	Annie Moore.....	1305 Bloomfield St.....	7B
Sept. 1, 1878.	Helen Herbert.....	808 Hudson St.....	7B
Feb. 27, 1872.	M. E. Jackson.....	1023 Bloomfield St.....	7A
Sept. 14, 1885.	M. Emma Idell.....	1231 Bloomfield St.....	6B
Sept. 14, 1885.	Louise I. Husy.....	1211 Washington St...	6B
Feb. 15, 1888.	Mary L. O'Callaghan..	1223 Bloomfield St.....	6A
Nov. 7, 1889.	Mary E. Moffatt.....	154 Tenth St.....	5B
Oct. 27, 1884.	Amelia M. Beck.....	1033 Park Ave.....	5B
June 25, 1894.	Bertha M. Loomer....	1021 Washington St...	5A
April 1, 1896.	Lillian V. Greenbaum.	1220 Garden St.....	5A
Oct. 4, 1898.	Katherine MacAvoy....	213 Tenth St.....	4B
Sept. 15, 1892.	Elizabeth Maltus.....	909 Hudson St.....	4A
Sept. 9, 1907.	Emma V. Frost.....	161 Thirteenth St.....	4A
May 1, 1901.	Margaret Bergen.....	222 Thirteenth St.....	3B
Sept. 1, 1902.	Amelia M. Henke.....	65 Tenth St.....	3B
Mch. 21, 1898.	Cora L. Besson.....	1225 Bloomfield St.....	3A
Jan. 1, 1904.	Florence Bonynge.....	931 Washington St...	2B
May 1, 1894.	Sarah P. Vinten.....	59 Thirteenth St.....	2A
Sept. 14, 1904.	Jennie B. Brandt.....	1212 Garden St.....	2A
Oct. 21, 1895.	Julia Hauser.....	1136 Bloomfield St.....	1B
Feb. 1, 1903.	Elizabeth C. Hiney....	210 Thirteenth St.....	1B
Sept. 9, 1907.	E. C. Sheridan.....	1013 Bloomfield St.....	1A
Sept. 19, 1904.	Marie F. Moore.....	1232 Bloomfield St.....	1A
Mch. 21, 1898.	Irene F. Judge.....	1229 Bloomfield St.....	Kindergarten
Sept. 1, 1908.	Marguerite O'Callaghan	1223 Bloomfield St.....	Kindergarten
Feb. 1, 1911.	S. Matilda Ingleson....	823 Hudson St.....	Opportunity
Oct. 1, 1893.	Margaret M. Breen.....	1012 Bloomfield St.....	Office

SCHOOL NO. 7

Nov.	1, 1905.	J. Garth Coleman, A.M.	57	Thirteenth St.....	Principal
Sept.	29, 1883.	Ida F. Thies.....	305	Bloomfield St.....	6A
April	1, 1899.	Louise J. Clinton.....	1215	Bloomfield St.....	5B
May	15, 1865.				
Nov.	1, 1878.	Alice S. Mills.....	1203	Bloomfield St.....	5A
Sept.	1, 1884.	W. Sandmann.....	827	Washington St...	4B
Sept.	16, 1891.	Nellie L. Stephens....	913	Bloomfield St.....	4B
Sept.	1, 1896.	Maud V. Johnston.....	727	Bloomfield St.....	4A
Oct.	1, 1906.	Grace Pope.....	160	Thirteenth St.....	3B
Oct.	23, 1905.	Margaret M. Johnston.	727	Bloomfield St.....	3B
Feb.	1, 1910.	Lucy Kackenmester...	76	Washington St...	3A
Oct.	1, 1909.	Lorena Decker.....	809	Washington St...	3A
April	15, 1910.	Vera Schermall.....	75	Washington St...	2B
Oct.	23, 1905.	Lucy A. Pindar.....	706	Bloomfield St.....	2B
Mch.	1, 1907.	Christine Worsthorn..	132	Hudosn St.....	2A
April	1, 1910.	Esther Bates.....	1033	Garden St.....	1B
Oct.	1, 1910.	Carolyn Sieb.....	707	Garden St.....	1B
Sept.	1, 1908.	Alice McDermott.....	821	Hudson St.....	1A
Oct.	1, 1908.	Clara Dottermusch....	206	Morris Ave., Summit..	Opportunity
Sept.	14, 1885.	Anna Black.....	1038	Bloomfield St.....	Kindergarten
May	1, 1901.	Margaret Tallon.....	606	River St.....	Kindergarten
Sept.	11, 1905.	Mabel Harvey.....	1126	Park Ave.....	Office

SCHOOL NO. 8

Sept.	1, 1893.	LaFayette Talbot,Pd.D.	704	Garden St.....	Principal
Oct.	1, 1879.	A. C. McHale.....	1128	Garden St.....	8B
Nov.	1, 1879.	E. Smith.....	218	Eleventh St.....	8A
Sept.	8, 1879.	C. Votteler.....	209	Eleventh St.....	7B
Sept.	1, 1889.	H. C. Haddenhorst....	1114	Garden St.....	7A
Jan.	31, 1898.	E. G. Davy.....	211	Hudson St.....	6B
Sept.	1, 1891.	M. A. Mackenzie.....	87	Madison St.....	6A
Jan.	1, 1904.	O. C. Brelle.....	1008	Willow Ave.....	6A
Sept.	18, 1911.	Lucyan Taistra.....	814	Bloomeld St.....	5B
Sept.	5, 1881.	L. Moch.....	906	Washington St...	5A
Sept.	19, 1898.	H. Pinner.....	815	Washington St...	5A
Sept.	11, 1905.	E. Wilsoh.....	214	Tenth St.....	4B
April	1, 1907.	J. A. Frost.....	161	Thirteenth St.....	4B
Dec.	1, 1904.	K. M. Donlon.....	262	Tenth St.....	4A
Oct.	1, 1905.	J. H. Johnston.....	727	Bloomfield St.....	4A
Dec.	1, 1909.	Helen B. Smith.....	1026	Hudosn St.....	4A
Oct.	1, 1905.	M. A. Coughlin.....	1028	Park Ave.....	3B
Oct.	2, 1911.	Charlotte Thaw.....	1129	Bloomfield St.....	3B
Dec.	1, 1909.	Margaretta Smith.....	218	Eleventh St.....	3B
Sept.	7, 1911.	F. H. Yeaton.....	1107	Park Ave.....	3A
May	1, 1908.	A. G. Hayes.....	210	Eleventh St.....	3A
Jan.	1, 1909.	E. Borchers.....	643	Garden St.....	3A
Jan.	2, 1912.	Helen Giusto.....	1031	Bloomfield St.....	2B
Dec.	1, 1909.	C. Mulqueen.....	1129	Washington St...	2B
Sept.	7, 1911.	G. A. Brown.....	1128	Garden St.....	2B
Sept.	22, 1902.	M. Donnelly.....	928	Garden St.....	2A
Sept.	1, 1904.	G. B. Judge.....	1229	Bloomfield St.....	2A
Jan.	2, 1912.	A. C. Tschinkel.....	1217	Washington St...	2A
Sept.	18, 1911.	E. Brownell.....	66	Watson Ave., East Orange..	1B
Mch.	1, 1910.	Anna Rumohr.....	940	Bloomfield St.....	1B
Mch.	15, 1909.	Irene Giusto.....	1031	Bloomfield St.....	1B
Sept.	1, 1911.	A. S. Raettig.....	908	Park Ave.....	1B
Oct.	20, 1902.	M. Delaney.....	414	Grand St.....	1A
Sept.	18, 1911.	R. Pflug.....	106	Adams St.....	1A
Sept.	18, 1911.	H. Walrath.....	703	Park Ave.....	1A
Sept.	18, 1911.	S. Fitzpatrick.....	731	Park Ave.....	1A
Oct.	8, 1894.	A. C. Tallon.....	606	River St.....	1A
Sept.	12, 1893.	E. B. Clinton.....	1215	Bloomfield St.....	1A
Oct.	19, 1904.	E. G. Murphy.....	219	Garden St.....	Opportunity
Sept.	18, 1899.	M. E. Livingston.....	604	River St.....	Kindergarten
Mch.	21, 1898.	M. F. McCullagh.....	54	Eleventh St.....	Kindergarten
June	1, 1901.	Elizabeth Johnston....	727	Bloomfield St.....	Office

SCHOOL NO. 9

Dec. 1, 1906.	E. W. Oliver, A. M....	1305 Bloomfield St.....	Principal
Dec. 29, 1884.	Anna I. Meharg, Pd.M.	1307 Bloomfield St.....	8B
Feb. 1, 1886.	Elizabeth Kirk.....	1027 Willow Ave.....	8A
Oct. 4, 1898.	E. M. Burnette.....	724 Washington St...	7B
Feb. 6, 1906.	Edith I. Allen.....	1120 Garden St.....	7A
Sept. 7, 1911.	M. E. Lawrence.....	700 Bloomfield St.....	7A
Oct. 23, 1905.	E. A. Aitchison.....	311 Bloomfield St.....	6B
Feb. 1, 1886.	E. C. Upton.....	265 Ogden Ave., Jersey City..	6B
Sept. 1, 1908.	Edna N. Frost.....	161 Thirteenth St.....	6A
Sept. 1, 1908.	Theresa L. Maggi.....	212 Adams St.....	5B
Oct. 2, 1911.	Alice M. Doran.....	1002 Bloomfield St....	5A
April 18, 1910.	Ella M. Smith.....	1116 Garden St.....	4B
Feb. 1, 1911.	Angelina Koch.....	10 Fairview Terrace, West New York..	4B
Sept. 1, 1911.	Elsa H. Kerls.....	824 Garden St.....	4A
Oct. 1, 1905.	K. G. Sullivan.....	211 Tenth St.....	4A
Sept. 17, 1907.	M. E. Giusto.....	1031 Bloomfield St.....	3B
Nov. 7, 1887.			
Sept. 1, 1902.	K. M. Kiernan.....	918 Willow Ave.....	3B
Sept. 1, 1908.	Grace Vilar.....	251 Eleventh St.....	3A
Mch. 15, 1909.	M. K. Flattery.....	714 Garden St.....	3A
Sept. 1, 1882.			
Oct. 1, 1908.	F. M. Henry.....	827 Washington St...	2B
Nov. 1, 1907.	Sadie C. Toohey.....	531 Garden St.....	2B
Oct. 1, 1910.	Ethel M. Anderson....	24 Taylor St., Newark..	2A
Oct. 1, 1908.	Gertrude M. Rogers....	1020 Park Ave.....	2A
Aug. 26, 1895.	Mary A. Fitzsimon....	1014 Willow Ave.....	1B
Sept. 9, 1907.	Madeline E. Giusto....	1031 Bloomfield St.....	1B
Sept. 18, 1911.	Lucy K. Endler.....	1005 Garden St.....	1B
Mch. 1, 1909.	Beatrice F. Doran.....	1002 Bloomfield St.....	1A
Sept. 12, 1893.	Julia M. Murphy.....	261 First St.....	Kindergarten
Sept. 1, 1902.	Mary Livesey.....	831 Willow Ave.....	Kindergarten
Sept. 1, 1902.	Margaret M. Murray...	256 Seventh St.....	Opportunity
Oct. 1, 1903.	Gertrude Pope.....	160 Thirteenth St.....	Office

HIGH SCHOOL

Mch. 1, 1900.	Jos. F. Brandt, A. M..	1212 Garden St.....	Principal
Sept. 1, 1879.	Stella L. R. Swart....	1003 Bloomfield St.....	Eng. and Hist.
Aug. 4, 1871.	Mary E. Lawler.....	21 Prospect St., East Orange..	Algebra
May 17, 1890.	Venie M. Borthwick...	808 Hudson St.....	Sten. and Type.
Sept. 24, 1900.	Eva F. Kelly, A. B....	52 Cathedral P'k, N. Y. City..	Math. Hist.
Nov. 1, 1881.	Golda A. Correa.....	213 Tenth St.....	Phys. Geog.
Oct. 16, 1889.	Clara H. Planer.....	714 Bloomfield St....	German
Sept. 1, 1907.	A. W. Wakefield, A. M.	150 Broad St., Newark..	English
Sept. 9, 1907.	F. Joseph Trich, A. B.	1005 Bloomfield St.....	French
Dec. 1, 1907.	M. M. Van Ness.....	259 Fourth St., Newark..	Bookkeeping & Com. Law
Sept. 1, 1908.	C. A. Sherlock, A. B...	537 Washington St...	Latin
Dec. 1, 1904.			
Sept. 1, 1909.	W. A. Kavanagh, A. B.	1019 Willow Ave.....	English
Sept. 1, 1900.	Bertha Hecker.....	605 Hudson St.....	Drawing
Feb. 15, 1911.	J. M. Connors.....	131 E. 30th St., N. Y. City..	Penmanship & Stenography
June 27, 1910.	Gertrude Jacobsen.....	734 Park Ave.....	Sten. & Type.
Sept. 7, 1911.	David Walsh.....	1124 Willow Ave.....	Gymnastics
Dec. 4, 1912.	Harry L. Edick.....	1108 Park Ave.....	Shop Work
Sept. 1, 1902.	Lucy Cummings.....	79 Washington St...	Mathematics
Mch. 1, 1909.	Pauline Gonzales, A. B.	1130 Bloomfield St.....	Office
Sept. 1, 1912.	Joseph P. Selden.....	645 Garden St.....	Latin
Sept. 1, 1912.	James L. Richmond..	139 West 63d St., N.Y.	English
Dec. 1, 1901.	Sadie F. Leinkauf.....	1026 Hudson St.....	Supt.'s Office
May 13, 1912.	Jos. A. Corcoran.....	155 Grand St., Jersey City..	Physics & Chemistry
Sept. 1, 1912.	Ida Houseman.....	706 Garden St.....	Algebra
Sept. 7, 1911.	Ernest G. Traua.....	633 Washington St...	Manual Training

SPECIAL TEACHERS

Sept.	1, 1897.	Angela Kelly.....	130 E. 27th St., N. Y. City..	Drawing
Oct.	1, 1891.	Katherine MacCord...	60 Tenth St.....	Drawing
Sept.	1, 1901.			
May	1, 1905.	Aimee G. Fleming....	1143 Garden St.....	Spec. Substitute
Oct.	1, 1905.	Ella R. Reidy.....	1126 Willow Ave.....	Parental School
Dec.	1, 1908.	Otto Hoch.....	1035 Park Ave.....	German
Nov.	1, 1910.	H. Pfennigwerth.....	317 Garden St.....	Manual Training
Sept.	7, 1911.	Pauline Fleming.....	1143 Garden St.....	Sewing
Sept.	7, 1911.	Agnes Gonzales.....	1130 Bloomfield St.....	Sewing
Dec.	7, 1911.	Elizabeth Huger.....	142 E. 18th St., N. Y. City..	Cooking
Sept.	19, 1905.	Mary Rechert.....	1007 Garden St.....	German

MEDICAL INSPECTION

Sept.	1, 1909.	M. S. Granelli, M. D...	331 Garden St.....	
Sept.	1, 1909.	David B. Pindar, M. D.	201 Garden St.....	
Sept.	1, 1909.	H. Von Deesten, M. D.	618 Garden St.....	
Oct.	1, 1912.	Jos. F. Londrigan, M.D.	706 Garden St.....	
May	1, 1911.	Ada H. Havens, R. N.	208 W. 141st, N. Y. C.	
Dec.	4, 1911.	Cornelius Kiel, D. D. S.	732 Washington St...	

OFFICIALS

April	19, 1897.	William A. Kerr.....	1130 Garden St.....	Secretary
July	1, 1905.	Arthur W. Clayton....	951 Bloomeld St.....	Business Mgr.

TELEPHONE ATTENDANT

Oct.	2, 1911.	Margaret Becker.....	813 Garden St.....	

JANITORS, ENGINEERS AND HELP

May	2, 1903.	Thomas O'Toole.....	728 Willow Ave.....	No. 1
Feb.	27, 1911.	John Kelly.....	822 Park Ave.....	No. 2
Dec.	21, 1908.	Mrs. C. McIntyre.....	222 Adams St.....	No. 3
Aug.	23, 1905.	Mrs. B. Halloran.....	263 Sixth St.....	No. 4
May	1, 1897.	Daniel Murphy.....	261 First St.....	No. 5
Sept.	1, 1912.	Mrs. N. Forbes.....	218 Eighth St.....	No. 6
Sept.	1, 1887.	Robert Henry.....	113 Washington St...	No. 7
April	18, 1910.	Samuel Donaldson....	301 Willow Ave.....	No. 8
Sept.	1, 1911.	A. Van Leven.....	107 Hudson St.	No. 8
April	20, 1908.	Anthony Bruno.....	300 Madison St.....	No. 9
Sept.	1, 1908.	Christopher Cahill....	222 Willow Ave.....	No. 9
Oct.	2, 1911.	L. Spangburgh.....	933 Park Ave.....	No. 9
Dec.	27, 1911.	Michael V. Darcy.....	129 Monroe St.....	No. 7
Aug.	15, 1898.	James Moore.....	123 Willow Terrace...	High
July	1, 1911.	John Ross.....	131 Monroe St.....	High
July	1, 1911.	Andrew Cheesman.....	634 Garden St.....	High
Sept.	1, 1911.	William Woelfer.....	328 Madison St.....	High
Oct.	2, 1911.	John Moore.....	123 Willow Terrace...	High
Oct.	2, 1911.	Mamie Steitz, Matron..	911 Clinton St.	High
Sept.	1, 1911.	Lizzie Tinney.....	717 Adams St.....	High
Sept.	1, 1911.	Margaret Reilly.....	1204 Willow Ave.....	High
Sept.	1, 1911.	Carrie Jurgeson.....	83 Madison S.....	High
Sept.	1, 1911.	Mary Sloyan.....	1106 Washington St...	High
Oct.	2, 1911.	A. Miller.....	402 First St...	High
Sept.	1, 1911.	Jennie Cebulka.....	108 Ferry St.....	High

TABLE NO. 1.

Showing the Tardiness of Pupils in the Day Schools, Year Ending June, 1912.

School.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
No. 1	0	4	12	5	0	1	3	7	1	1	34
No. 2	3	29	18	24	21	15	16	14	19	16	175
No. 3	1	8	12	15	17	10	5	11	14	4	97
No. 4	5	40	29	12	65	29	9	20	25	11	245
No. 5	1	27	25	20	34	18	29	35	30	8	227
No. 6	3	5	7	5	8	5	5	7	6	3	54
No. 7	7	21	22	15	27	12	17	16	28	18	183
No. 8	0	19	43	73	37	44	49	57	86	64	472
No. 9	0	0	0	0	0	0	0	0	0	0	0
High	0	0	0	0	0	0	0	0	0	2	2
Parental		3	2	0	4	0	3	2	2	0	16
Total	20	156	170	169	213	134	136	169	211	127	1,505

TABLE NO. 2.

Number of Boys and Girls Enrolled in the Kindergartens, Primary, Grammar and High School Classes.

No. Pupils Enrolled in	Boys	Girls	Total
Kindergartens	431	421	852
Grades 1 to 4	3,174	3,097	6,271
Grades 5 to 8	1,414	1,324	2,738
High School	199	233	432
Totals	5,218	5,075	10,293

TABLE NO. 3.

Ages of Boys and Girls Who Attended Regular Day Schools.

No. of Pupils Between	Boys	Girls	Total
4 and 5 years	85	83	168
5 and 6 years	386	372	758
6 and 7 years	523	556	1,079
7 and 8 years	532	598	1,130
8 and 9 years	555	531	1,086
9 and 10 years	522	500	1,022
10 and 11 years	512	503	1,015
11 and 12 years	564	514	1,078
12 and 13 years	490	481	971
13 and 14 years	482	432	914
14 and 15 years	340	243	583
15 and 16 years	126	160	286
16 and 17 years	62	56	118
17 and 18 years	25	33	58
18 and 19 years	10	11	21
19 and 20 years	4	2	6
Total No. of Children Enrolled	5,218	5,075	10,292

TABLE NO. 4.

Showing the Number of Pupils Belonging to the Day Schools on the Last Day of Each Month and the Average Daily Attendance for Each Month.

MONTH	No. Belonging	Average Daily Attendance
September	9,087	8,511
October	9,239	8,217
November	9,239	8,232
December	9,187	7,973
January	9,146	8,055
February	9,143	8,264
March	9,149	8,084
April	9,048	8,027
May	8,906	7,826
June	8,798	7,953

Average Daily Attendance for the Year—8,107.

TABLE NO. 5.

Elementary Evening School Statistics.

YEAR	No. of Schools	No. Nights Open	Evenings per Week	Enrollment	Average Salaries per week	No. of Teachers	Total Amount Salaries	Cost of Books and Supplies
1898—1899	1	43	3	628	$7.50	9	$995.00	$193.07
1899—1900	1	47	3	615	7.50	10	1,456.00	44.60
1900—1901	1	65	4	490	7.50	11	1,350.00	20.50
1901—1902	1	64	4	552	8.11	11	1,699.69	28.50
1902—1903	1	64	4	597	8.12	11	1,461.00	19.00
1903—1904	1	64	4	586	8.12	11	1,688.00	126.30
1904—1905	1	64	4	588	7.50	14	1,744.37	10.00
1905—1906	1	64	4	651	7.50	17	1,876.52	184.35
1906—1907	1	64	4	543	7.60	17	2,067.84	329.00
1907—1908	1	64	4	394	10.04	20	3,686.75	165.34
1908—1909	1	64	4	481	10.96	22	3,859.50	
1909—1910	1	64	4	471	10.20	21	3,754.00	243.88
1910—1911	1	64	4	422	10.79	20	3,758.50	122.03
1911—1912	1	64	4	*604	9.80	22	3,446.50	185.16

*Includes enrollment in Foreign Born Resident Classes.

TABLE NO. 6.

Showing the Amounts Expended for Text Books and Supplies.

Year Ending June	For Text-Books	Cost Per Pupil	For Supplies	Cost Per Pupil	Total Cost Per Pupil
1899	$5,368.74	$ .59	$4,467.11	$ .49	$1.08
1900	5,543.24	.66	4,459.07	.50	1.16
1901	5,394.13	.59	4,885.00	.53	1.12
1902	3,699.25	.38	5,000.00	.52	.90
1903	2,712.71	.28	2,689.47	.64	.92
1904	7,661.84	.78	4,046.75	.41	1.19
1905	6,785.57	.65	5,715.44	.54	1.19
1906	6,439.30	.63	5,296.93	.49	1.12
1907	8,680.57	.85	6,476.77	.63	1.48
1908	7,186.82	.69	5,233.54	.50	1.19
1909	12,331.17	1.15	4,205.45	.39	1.54
1910	7,265.68	.67½	4,222.14	.39	1.06½
1911	9,782.88	.92	5,869.92	.55	1.47
1912	8,499.10	.81	7,171.47	.68	1.49

TABLE NO. 7.

Showing the Number of Teachers Employed, the Number of Classroom, the Seating Capacity and the Number of Pupils Enrolled.

	No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9	High	Parental	Specials	Totals
Number of Teachers.....	27	29	23	28	20	30	21	42	31	20	1	11	283
No. of Class Rooms.....		26	20	24	16	26	18	34	27	30	1		222
Seating Capacity.....		1,016	761	935	926	1,111	880	1,638	1,318	646	18		9,249
Enrollment.....	851	1,010	808	1,026	879	1,189	942	1,761	1,383	432	12		10,293

Enrollment Summer School 1911—491.
Enrollment Evening Schools, 1911—1912—1,039.

TABLE NO. 8.

Showing the Cost of Text-Books and Supplies Based on the Enrollment and Average Attendance in the Day Schools for the Year Ending June 30th, 1912.

School.	No. Enrolled	Average Attendance.	Total Cost.	Cost Based On No. Enrolled.	Cost Based On Average Attendance
No. 1	951	699	$1,387.53	$1.45	$1.98
No. 2	1010	819	1,683.09	1.66	2.05
No. 3	808	628	1,474.67	1.82	2.38
No. 4	1026	767	1,773.73	1.72	2.31
No. 5	879	622	878.67	.99	1.41
No. 6	1189	936	1,419.79	1.19	1.51
No. 7	942	706	1,289.00	1.36	1.82
No. 8	1761	1467	1,537.93	.87	1.04
No. 9	1383	1038	1,342.18	.97	1.29
High	432	410	2,883.98	6.67	7.03

TABLE NO. 9.

Showing the Number of Days Lost Through Absence of Teachers.

School	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
No. 1	11	24	24	28	28	27	33	20½	55	23	273½
No. 2	8	21	31½	12	15	15½	15½	14	19½	8½	160½
No. 3	2½	3½	5	17½	19½	8½	13½	25	11½	6	112½
No. 4	11	10	8	21	11	25	26	12	9	9½	142½
No. 5	2½	6½	10	14	24½	6	14½	14½	32½	24	149
No. 6	17	31½	11½	6½	23½	19½	3	13½	13	11	150
No. 7	3	8	1½	13½	4½	16½	19½	19	4½	4½	94½
No. 8	25½	53½	33	22½	7	16½	21	25	47½	16	267½
No. 9	12	22	16	22	22	25	16½	19½	30½	13½	199
High	9½	2	6½	19½	6	10½	28	6½	20½	19	128
Specials	2	1	2	3½	3	2½	18	13	8	19	72
Total	104	183	149	180	164	172½	208½	182½	251½	154	1,749*

*Includes days lost through Leave of Absence.

TABLE NO. 10.

Schedule of Salaries.

	1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	5th Yr.	6th Yr.	7th Yr.	8th Yr.	9th Yr.	10th Yr.	11th Yr.	12th Yr.	13th Yr.	14th Yr.	Maximum.
Principals:															
High School.....	$2,300	$2,400	$2,500	$2,600	$2,700	$2,800	$2,900	$3,000	$3,100	$3,200	$3,300	$3,400	$3,500		$3,500
Grammar School	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,750						2,750
Primary School..	2,000	2,100	2,200	2,300	2,400	2,500	2,600	2,700	2,750						2,750
Vice Principals: ...															
High School.....	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200	2,300	2,400	2,500				2,500
Grammar School	1,200	1,300	1,400	1,500											2,500
Primary School..	900	1,000	1,100	1,200	1,300										1,300
2nd Vice Principals															
Grammar School	900	1,000	1,100	1,200	1,300										1,300
Teachers:															
High School:															
Male.....	1,500	1,600	1,700	1,800	1,900	2,000	2,100	2,200							2,200
Female.....	1,300	1,400	1,500	1,600	1,700	1,800									1,800
Grades.....	600	648	696	744	792	840	888	936	984	1,032	1,080	1,128	1,176	1,200	1,200
Special.....	Minimum by Resolution of the Board of Education.														1,200
Special Subs.....	1,000	1,048	1,096	1,144	1,192	1,200									1,200

TABLE NO. 11.

Salaries of High School Teachers.

No. of High School Teachers with salaries:	
$ 900—$1,000	1
1,000— 1,100	2
1,100— 1,200	0
1,200— 1,300	0
1,300— 1,400	2
1,400— 1,500	0
1,500— 1,600	1
1,600— 1,700	7
1,700— 1,800	1
1,800— 1,900	5
1,900— 2,000	0
2,000 and Above	1

TABLE NO. 12.

Salaries of Elementary School Teachers.

No. of Elementary School Teachers with Salaries.	
$ 600—$ 650	27
650— 700	15
700— 750	20
750— 800	41
800— 850	0
850— 900	7
900— 950	12
950—1,000	2
1,000—1,050	14
1,050—1,100	22
1,100—1,150	29
1,150—1,200	10
1,200 and Above	64

TABLE NO. 13.

Distribution of Days Attendance for Pupils in Regular Day Schools.

No. Who Attended Between	No. Boys	No. Girls	Total
½ and 20½ days	144	119	263
21 and 40½ days	171	179	350
41 and 60½ days	147	157	304
61 and 80½ days	156	138	294
81 and 100½ days	230	240	470
101 and 120½ days	192	198	390
121 and 140½ days	272	299	571
141 and 160½ days	510	566	1,076
161 and 180½ days	1,268	1,221	2,489
181 and 194 days	2,128	1,958	4,086
Totals	5,218	5,075	10,293

TABLE NO. 14.

The Following is the Report of the Truant Officers, Year Ending June 30, 1912.

No. of Parents Visited	7,847
No. of School Summons Served on Parents	154
No. of Court Summons Served on Parents	70
No. of Children Summoned to Court	118
No. of Children Brought to School	283
No. of Children on Probation	23
No. of Children Arrested	49
No. of Children Sent to Jamesburg	5
No. of Children Who Had Never Attended School but attend now	3
No. of Special Cases Investigated (Immigrants)	212

AUTHORIZED LIST OF TEXT BOOKS FOR USE IN PRIMARY AND GRAMMAR SCHOOLS.

ARITHMETICS.

Grade 8B—Milne's Standard.
Grade 8A—Milne's Standard.
Grade 7B—Milne's Standard.
Grade 7A—Milne's Standard.
Grade 6B—Essentials of Arithmetic.
Grade 6A—Essentials of Arithmetic.
Grade 5B—Milne's Elements.
Grade 5A—Milne's Elements.
Grades 7 and 8—Supplementary Text Book, Peck's Grammar School Arithmetic, Brook's Graded Exercises in Arithmetic.

GEOGRAPHIES.

Grade 8B—Frye's Grammar School Geography.
Grade 8A—Frye's Grammar School Geography.
Grade 7B—Frye's Grammar School Geography.
Grade 7A—Frye's Grammar School Geography.
Grade 6B—Frye's Elementary Geography.
Grade 6A—Frye's Elementary Geography.
Grade 5B—Tarr & McMurray's Home Geography.
Grade 5A—Tarr & McMurray's Home Geography.
Grade 4B—Morton's Elementary Georgraphy.
Grade 4A—Morton's Elementary Geography.
Niver's Georgraphy for 5A and 5B Grades.

GEOGRAPHICAL READERS ADAPTED TO GRADES.

Carpenter's Geographic Readers.
Carroll's Around the World, Books 1, 2, 3.
The World and Its People Series.
Winslow's Geography Readers, Books 1, 2, 3, 4, 5.
Cornma's and Gerson's Geography Primer.

HISTORIES.

Grade 8B—Barnes' School History.
Grade 8A—Barnes' School History.
Grade 7B—Barnes' School History.
Grade 7A—Barnes' School History.
Grade 6B—Eclectic Primary History.
Grade 6A—Eclectic Primary History.
Grade 5B—Montgomery's Beginners' History.
Grade 5A—Barnes' Revised Primary History.
Grade 4B—Mowry's First Steps.
Grade 4A—Eggleston's First Book.
Montgomery's Elementary History.
Montgomery's Leading Facts.
Ellis & Snyder's History of New Jersey.
Hodgon's First Course in American History.
Gerson's History Primer.
Hix's History of the United States.
Otis' Colonial Series.

SUPPLEMENTARY BOOKS.

Wilson's History Reader.
Topical Survey of the United States.
Pratt's American History Stories.
Judson's Young Americans.
Stories of Great Americans for Little Americans.
Tappan's American Hero Stories.
Tappan's Our Country's Story.
Hollbrook's Hiawatha Primer.
Hollbrook's Book of Nature Myths.
Scudder's Fable and Folk Stories
Bryant's How to Tell Stories to Children.
Bonser's Exmoor Star.
Starr's Filippo, the Italian Boy.
Some Living Things.
Noye's Twilight Stories.
Kahn-Barnes First Year Book.
Told in a Boy's Pocket.

READERS.

Grade 8B—No text book.
Grade 8A—No text book.
Grade 7B—Hawthorne's Fifth Reader.
Grade 7A—Morse's Fifth Reader.
Grade 6B—Brumbaugh's Third Reader.
Grade 6A—Cyr's Fourth Reader.
Grade 5B—Progressive Fourth Reader.
Grade 5A—Heath's Fourth Reader.
Grade 4B—Judson & Bender's Fourth Reader.
Grade 4A—Brumbaugh's Fourth Reader.
Grade 3B—Heath's Third Reader.
Grade 3A—New Education Book III.
Grade 2B—New Education Book II.
Grade 2A—New Education Book II.
Grade 1B—New Education Book I.
Grade 1A—New Education Book I.
Perception Cards for New Education Reader, Books 1, 2.

SUPPLEMENTARY READERS ADAPTED TO GRADE.

Stepping Stones to Literature.
Lights to Literature.
Judson & Bender's Graded Literature Series.
Progressive Course in Reading Series.
Jones' Readers.
Buckwalter Series.
Brumbaugh's Series.
Carpenter's Readers on Commerce and Industry.

CLASSICS FOR THE GRADES.

Grade 8B—Evangeline (Longfellow).
Grade 8A—Snow Bound (Whittier).
Grade 7B—Courtship of Miles Standish (Longfellow).
Grade 7A—Selections from Irving's Sketch Book.
Grade 6B—Dickens' Christmas Carol.
Grade 6A—Tom Brown at Rugby (Hughes).
Grade 5B—A Man Without a Country (Hale).
Grade 5A—Black Beauty (Sewell).
Grade 4B—King of the Golden River (Ruskin).
Brade 4A—Alice in Wonderland.
Grade 3B—Kingsley's Water Babies.
Grade 3A—Fairy Tales, etc.

SPELLERS.

Grade 8B—Morse Speller, No. 2.
Grade 8A—Morse Speller, No. 2.
Grade 7B—Hazen Speller, Part 2.
Grade 7A—Hazen Speller, Part 2.
Grade 6B—Rice Speller, No. 2.
Grade 6A—Rice Speller, No. 2.
Grade 5B—Rice Speller, No. 2.
Grade 5A—Rice Speller, No. 2.
Grade 4B—Rice Speller, No. 1.
Grade 4A—Rice Speller, No. 1.
Grade 3B—Meleney & Griffin's Selected Words, Part I.
Grade 3A—Meleney & Griffin's Selected Words, Part I.

COPY-BOOKS (Medial and Semi-Slant).

Graphic System of Medial Copy-books series (large and small).
Curtis System of Copy-books series.
Maynard & Merrill's System of Copy-books series.
Shaylor & Shattic System of Copy-book series.

DICTIONARIES.

For pupils' use—
Webster's Common School Dictionary.
Student's Standard (F. & W.)
Worcester's Collegiate Dictionary.
Grammar School (F. & W.)
For reference—
Webster's International.
The Standard.

GRAMMAR AND LANGUAGE BOOKS.

Grade 8B—Maxwell's Advanced Grammar.
Grade 8A—Maxwell's Advanced Grammar.
Grade 7B—Maxwell's Advanced Grammar.
Grade 7A—Maxwell's Elementary Grammar.
Grade 6B—Maxwell's Elementary Grammar.
Grade 6A—Maxwell's Elementary Grammar.
Grade 5B—Maxwell's Elementary Grammar.
Grade 5A—Maxwell's Elementary Grammar.
Grade 4B—Reed's Introductory Language Work.
Grade 4A—Reed's Introductory Language Work.

(GRAMMAR AND LANGUAGE BOOKS.—Cont'd.)

Scott & Southworth's Lessons in English, Books 1 and 2.
Composition in Elementary Schools.
Synonyms, Antonyms and Prepositions.
Connectives in English Speech.
Desk-book of Errors.
How to Speak in Public.
Humorous Hits.
Flounder's Language and Grammar, Books 1, 2.
Maxwell & Johnson's School Composition.

MAPS AND CHARTS.

Standard Phonetic System Chart.
Rand & McNally.
The Scarborough Series.
Development Outline Blackboard Maps.
Morrison's Outline Maps.

PUNCTUATION, DICTATION BLANKS AND SPELLING BLANKS.

O'Neill's Punctuation.
O'Neill's Dictation Blanks.
Peckham & Little's Spelling Blanks (semi-slant).
Kerr's Spelling Blanks (semi-slant).
Graphic Spelling Blanks (medial).
Shuylor & Shattuck's Blanks (medial).

CIVICS.

Grade 8B—Townsend's Civil Government or Schwinn & Stevenson.
Grade 8A—Townsend's Civil Government or Schwinn & Stevenson.
Grade 7B—Griffin's Civics for Young Americans.
Nation and State.
Furst's Outlines in Civil Government.

PHYSIOLIGIES (Adapted to Grade).

Blaisdell's Child Book of Health.
Blaisdell's How to Keep Well.
Blaisdell's How to Live.
Conn's Physiology.
Gulick Hygiene Series.

NATURE STUDY, ETC.

Wilson's Nature Study, Books 1 and 2.
Overton's Nature Study.
Lippincott's Elementary Science Readers, Books 1, 2 and 3.

MORALS AND MANNERS.

Dewey's.
Guide Right.
Shearer's Manners and Morals.

ENCYCLOPEDIAS.

Student's Reference Work.
Chambers' Encyclopedias.

STEREOPTIC VIEWS.

Keystone Views.

PLAN BOOKS, SONG BOOKS, ETC.

Primer Teachers' Book.
Day by Day in the Primary Grades.
Month by Month in the Primary Grades.
Davis Common Place Book.
Newton—Graded Games, Etc.
Standard Industrial and Commercial Exhibits.
Colonial Plan and Progress Book.
Bentley Song Primer.
Song Series, Book 1, 2.
Rix's Assembly Song Book.
The Child Life Composition Pictures.
Taylor's Class Management.

BOOK COVERS.

Holden's Patent Book Cover, Sizes 1 to 6.
The Neatfit Adjustable Book Cover, Sizes 1 to 6.

AUTHORIZED LIST OF TEXT BOOKS FOR USE IN THE HIGH SCHOOL.

MATHEMATICS.

A First Course in Algebra—Wells.
Essentials for Algebra—Wells.
Algebra for Secondard School—Wells.
Algebra for College and Schools—Hall and Knight.
Plane and Solid Geometry—Wells.
Trigonometry—Phillips and Strong.
Practical Business Arithmetic—Morse and Miner.

SCIENCE.

Elementary Physical Geography—Davis.
First Principles of Chemistry—Browlee and others.
First Course in Physics—Millikan and Gale.
One Thousand Problems in Physics—Snyder and Palmer.

HISTORY.

Ancient History—Myers.
Leading Facts of English History—Montgomery.
American History—Hart.

ENGLISH.

Composition and Rhetoric—Brooks and Hubbard.
Rhetoric—Gardiner, Kittredge and Arnold.
Writing in English—Maxwell and Smith.
Composition and Rhetoric—Mead.
Lowell's Vision of Sir Launfal.
Coleridge's Ancient Mariner.
Irving's Sketch Book.
Scott's Lady of the Lake.
Shakespeare's Merchant of Venice.
Addison's Spectator Papers.
Shakespeare's Julius Caesar.
Emerson's Essays.
Pelgrave's Golden Treasure.
Scott's Ivanhoe.
Thackeray's Henry Esmond.

ENGLISH.—(Continued.)

Washington's Farewell Address.
Webster's Bunker Hill Oration.
Macaulay's Life of Johnson.
Shakespeare's Macbeth.
Elliot's Silas Marner.
Milton's Minor Poems.

LATIN.

Foundations of Latin (Bennett).
Caesar's Gallic War (Allen and Greenough).
Cicero's Select Orations (D'Ooge).
Virgil's Aeneid (Bennett).
Latin Prose Composition (Pearson).
Latin Composition (D'Ooge).

GERMAN.

First Year German (Collar).
Brief German Course (Kayser & Monteser).
Practical German Grammar (Thomas).
Schiller's William Tell (Deering).
Mosher's Willkommen in Deutschland.
Leberecht Huhnchen (Seidel).
Immensee (Storm).
Minckwitz and Unworth's Edelsteine.

COMMERCIAL DEPARTMENT.

Stenography (Isaac Pitman Shorthand).
Commercial Correspondence (Locke).
Commercial Correspondence (Altmaier).
Complete Touch Typewriter Instructor (Mosher).
Business Methods (Teller and Brown).
Modern Illustrative Bookkeeping (Neal and Cragin).
Modern Business Penmanship (Mills).
Commercial Geography (Tilden and Clark).
Elements of Political Economy (Laughlin).
Civil Government (Lansing).
Commercial Law (Clark).

ELOCUTION.

Steps in Oratory (Southwicks).
Public Speaking (Shurters).
Interpretive Reading (Marsland).

FRENCH.

French Grammar (Fraser and Squair).
French Grammar—Shorter Course (Fraser and Squair).
French Reader (Aldrich and Foster).
Contes Choisis (Bazin).
Columbia (Morimee).
Mme. Therese (Erkmann & Chatrian).
Le Voyage de M. Perrichon (Labiche).
Le Gendre de M. Poirier (Angier).
Les Enfants du Capitaine Grant (Verne).
Le Chevalier de Maison Rouge (Dumas).
Monte Christo (Dumas).
Les Trois Mousquetaires (Dumas).
French Prose Composition (Fontaine).

Office of the Secretary of the
Board of Education, Hoboken, N. J.

Hoboken, N. J., June 30th, 1912.

To the Hon. the Board of Education,
District of Hoboken, N. J.

Gentlemen—

I herewith submit my Annual Report and Financial statement, for the year ending June 30, 1912.

Respectfully yours,

WILLIAM A. KERR,
Secretary.

BUDGET.

Moneys Apportioned by the State and Appropriated by the City—1911-1912.

Teachers' salaries	$301,286 96
Janitors and officials	27,620 00
Medical inspection	4,000 00
Transportation	1,500 00
Interest on notes	3,500 00
Coal and wood	9,500 00
Supplies	17,000 00
Janitors' supplies	2,000 00
Evening school	2,000 00
Water	1,800 00
Insurance	2,500 00
Gas and electric light	3,000 00
Telephones	500 00
Commencements	300 00
Piano care	250 00
Clock care	350 00
Printing	2,250 00
Manual training	5,000 00
Repairs	17,000 00
Equipment	2,000 00
Help at High School	5,500 00
High School supplies	3,000 00
Appointments	12,000 00
Evening High School	4,000 00
Total amount of budget	$427,856 96
State apportionment	$241,974 69
City appropriation	185,882 27

BUDGET ACCOUNT.

Appropriations and Disbursements, Together With Additional Amounts Apportioned by State for Manual Training and Foreign Classes in Evening School.

Fund.	Appropriation.	Disbursed.
Teachers' salaries	$301,286 96	$296,351 92
Janitors and officials	27,620 00	30,736 25
Medical inspection	4,000 00	4,699 84
Transportation	1,500 00	1,978 85
Interest on notes	3,500 00	3,434 38
Coal and wood	9,500 00	6,139 27
Supplies	17,000 00	16,978 90
Janitors' supplies	2,000 00	1,590 15
Evening School, (City)	2,000 00	
(State)	2,000 00	3,846 70
Water	1,800 00	1,238 82
Insurance	2,500 00	3,187 96
Gas and electric light	3,000 00	2,780 88
Telephones	500 00	596 01
Commencements	300 00	
Piano care	250 00	140 00
Clock care	350 00	350 00
Printing	2,250 00	3,292 84
Manual Training, (City)	5,000 00	
(State)	5,000 00	7,377 94
Repairs	17,000 00	17,824 58
Equipment	2,000 00	638 10
Help at High School	5,500 00	2,820 00
High School supplies	3,000 00	2,805 24
Appointments	12,000 00	10,044 90
Evening High School	4,000 00	4,661 00
Totals	$434,856 96	$423,514 53

SUMMARY OF DISBURSEMENTS.

Salary Account—		
Teachers' salaries, July 1 to June 30	$296,351 92	
Janitors and officials	30,736 92	
		$327,088 17
Medical Inspection—		
Salaries, 3 doctors, 1 nurse	$4,699 84	4,699 84
Transportation—		
Commutation and trolley to Montclair	$1,978 90	1,978 90
Interest on notes—		
Hudson Trust Co	$3,434 38	3,434 38
Coal and Wood—		
Wm. L. Kamena	$6,139 27	6,139 27
Supplies: Books—		
P. P. Simmons	$737 95	
C. Sower Company	258 84	
Silver, Burdette & Co	140 43	
Ginn & Company	1,513 79	
Houghton, Mifflin & Co	14 64	
American Book Co	2,464 13	
Longmans, Green & Co	6 60	
I. Pittmans' Sons	130 57	
Funk, Wagnalls & Co	132 78	
D. C. Heath & Co	476 94	
Holden Book Cover Co	79 16	
C. E. Merrill & Co	239 46	
Henry Holt & Co	188 17	
Allyn & Bason	58 75	
Beck & Company	3 00	
A. S. Barnes & Co	111 87	
The MacMillan Co	76 56	
B. H. Sanborn & Co	188 98	
Globe Book Co	34 01	
Thompson, Brown & Co	20 10	
Hinds, Noble & Eldredge	221 93	
A. B. Dick Company	22 18	
Rand, McNally & Co	176 42	
C. Dilts & Co	35 50	
Lippincott & Co	18 40	

Supplies: Stationery:

James M. Hoyt	$30 45	
Edwin J. Kerr	5,450 57	
T. F. Callahan	191 92	
Wm. D. Bindewald	2,613 75	
Carter Ink Company	37 04	
P. Lorenz	2 00	
Geo. Hoffman	44 60	
C. Dilts Company	58 40	
Wm. S. Elliss	131 90	
M. Pistor	110 40	
E. Steiger & Co	802 46	
Prang & Co	47 74	
E. E. Marlatt	29 40	
J. Dittmar	63 15	
Revere Rubber Co	7 03	
Kolesch & Co	4 08	
		16,987 90

Janitors' supplies—

C. Muzzi & Company	$309 21	
Geismar-Meyer Co	298 48	
Ferd. Eichner	1 90	
Frank Cordts Furniture Co	219 65	
Wm. D. Bindewald	441 00	
Frank J. Ross	261 36	
T. M. Abell & Co	1 47	
Hoadley, Farmer & Co	6 32	
India Alkali Works	10 50	
J. M. Patterson	20 26	
		1,590 15

Evening School—

Teachers' salaries (regular classes)	$1,681 50	
Teachers' salaries (foreign classes)	1,486 00	
Janitor's salary	338 50	
Supplies	340 70	
		3,846 70

Water—

Water Commissioners (Feb.)	$708 35	
Water Commissioners (Aug.)	530 47	
		1,238 82

Insurance—

Carey Bros	$1,990 21	
Leo Mayer	47 25	
Steljes & Steljes	37 50	
E. V. Magee	37 50	
M. Aaronsberg	60 00	
C. A. Burhorn	146 50	
P. Daab	96 00	
A. S. Schiller	103 25	
Edward Stack	54 00	
Richard Buckley	264 00	
Julius H. Kruse	351 75	
		3,187 96

Gas and electric light—

Gas consumed, all schools	$253 90	
Electric light and power	2,526 98	
		2,780 88

Telephones—

N. Y. Telephone Co	$596 01	596 01

Piano care—

John Tiscorina, contract	$140 00	140 00

Clock care—

Henry W. Grote, contract	$350 00	350 00

Printing—

Hudson. Observer,. printing minutes	$1,759 77	
Hudson Observer, blanks, advertisements	685 25	
Ivins Printing Co, blanks	96 75	
Ivins Printing Co., financial statement	253 68	
Jersey Journal, advertisements.	259 12	
The Inquirer. blanks, &c	56 27	
C. R. Oliver & Co	105 50	
Graafmeyer Bros., exam. questions	26 75	
		3,292 84

Repairs—

J. E. Ahrens	$988 69
Samuel Cross	1,240 05
Kerr & Paradise	539 00
Ringle Plumbing Co	12 92
G. Bussanich	703 50
Wm. Meyer	446 25
Aug. T. Pflugh	8 60
American Construction Co	2,007 45
Dirk Peters	55 00
P. P. Simmons Painting Co	5,040 00
Wm. W. Hammell	775 79
Jas. Whalen	650 00
Jersey City Ladder Co	318 50
George Pinner	46 15
Yungling & Son	213 75
Charles Weber	361 35
Wm. Noelte	2 50
John Tanner	22 27
S. Bloomberg	373 70
W. W. Read	15 75
John F. Leddy	561 59
Consolidated Iron Works	271 19
Frank Cordts Co	168 40
Wm. Hunter Machine Co	224 39
Robert J. Rath	306 94
Richard Schreiber	400 03

Schenkerberg & Son	142 51	
R. Moore	46 75	
J. E. Kenna	50 87	
G. Focht Sons	45 70	
American Seating Co	4 50	
Fred. Speyer	34 60	
C. Freiderichs	25 00	
Alex. McCabe	303 71	
Geo. Coppers & Co	504 88	
Fagan Iron Works	26 80	
Chas. Whan	294 00	
Jas. Marnell	588 50	
O. K. Electric Co	3 00	
		17,824 58

Equipment—

Fairbanks Scale Co	$480 00	
Jersey City W. C. Co	120 00	
Watson-Flagg Eng. Co	12 10	
J. Sosower	21 00	
		638 10

Manual Training—

Salaries, Supervisor and teachers	$4,971 85	

Suplies—

W. L. Draffin	4 05	
Elizabeth Meyer	307 55	
C. Muzzi & Co	1,165 41	
G. Bussanich	185 46	
J. Gahagan Sons	155 90	
Kolesch & Co	30 72	
N. H. Peters	91 84	
Lawson & MacMurray	231 81	
Frank Cordts Co	187 28	
A. H. Speckmann	46 07	
		7,377 94

Help at High School—

Salaries of employes	$2,820 00	2,820 00

High School Supplies—

American Book Co	$135 42	
Ginn & Co	338 04	
P. P. Simmons	19 20	
I. Pittmans Sons	171 74	
D. C. Heath & Co	42 00	
H. W. Rowe Company	244 44	
D. Appleton & Co	28 80	
Houghton, Mifflin & Co	49 90	
Allyn & Bacon	131 43	
Kolesch & Co	70 83	
Ellanan Dress Form Co	13 30	
Dixon Crucible Co	30 50	
W. F. Littig	5 00	
R. Kirchgessner	50 00	
The MacMillan Co	17 73	
Henry Holt & Co	153 60	
T. F. Callahan	73 00	
Sibley & Co	33 70	
E. D. Vanderbilt	6 75	
Wm. S. Elliss	1 70	
J. F. Brandt	13 95	
Rand, McNally & Co	18 60	
Remington T. W. Co	3 60	
L. E. Knott Apparatus Co	220 26	
Eimer & Amend	160 32	
L. Hanley	10 00	
A. B. Dick Company	21 23	
Jersey City Ladder Co	16 20	
Alex. McCabe	212 00	
Alex. Whan, Jr	512 00	
		2,805 24

Evening High School—

Salaries, all employes.....	$4,661 00	4,661 00

Appointments—

For teachers, salaries.....	$7,429 90	
For janitors, salaries.....	1,665 00	
P. Leipziger	255 00	
		10,044 90
Total disbursement under the Budget Account		$423,514 53

NOTE ACCOUNT.

March 18, 1912—		
To Hudson Trust Co, on demand note	$55,000 00	
To Hudson Trust Co, on demand note	30,000 00	
To Hudson Trust Co, on demand note	35,987 34	
May 1, 1912—		
To Hudson Trust Co., on demand note	30,000 00	
		150,987 34

MISCELLANEOUS ACCOUNT.

Neale Ransom	$160 00
Anthony Capelli	275 00
Trustees Martha Institute.....	250 00
Merritt Lane	1,326 73
Mosler Safe Company.....	15 00
Edward Forbes	50 00
Anthony Bruno	75 00
W. A. Kerr, Secretary.....	108 90
Victor Amarosa	42 00
Union Towel Supply Co.....	182 60
Great Bear Water Co.....	10 00

MISCELLANEOUS ACCOUNT.---(Continued.)

Louis Belloff	21 00	
W. M. Taller	126 75	
McCann & Beyer	175 00	
A. Weinthal	66 00	
J. H. Timken	24 50	
Jas. J. Keeny	92 25	
M. Hendberg	30 00	
Geo. A. Junker	25 00	
Hoboken Bill Posting Co	10 00	
E. L. Mansfield	6 72	
P. Leipziger	170 00	
W. E. Taylor	250 00	
Incidentals	309 02	
J. Dittmar	25 25	
Jas. M. Hoyt	11 95	
Arthur McCann	80 00	
W. Dannheimer	31 45	
Standard Dental Depot	69 45	
Kelly Dental Supply Co	301 50	
Theodore Rurode	34 38	
Jersey City W. C. Co	280 00	
H. Peters, Jr	2 50	
A. J. Demarest	125 00	
J. F. Brandt	10 00	
Charles Weber	2 90	
Geo. Hoffmann	36 05	
Eastern Dental Supply Co	28 00	
S. S. White Dental Supply Co	23 68	
Consolidated Dental Supply Co	55 36	
Allen A. Kerr Company	65 00	
E. E. Marlatt	95 05	
E. C. Ciccarelli, Bond Issue No. 1	5,000 00	
Incidentals, Bond Issue, High School	14,243 58	
		$24,422 57
Grand total of disbursements		$599,024 49

Receipts— GENERAL FUND.

July 1, 1911, balance on hand	$22,123 56
July 24, 1911, Hudson Trust Co., note	55,000 00
Sept. 16, 1911, State appropriation	45,735 21
Oct. 26, 1911, Goldberg Wrecking Co	383 00
Oct. 27, 1911, Hudson Trust Co., note	30,000 00
Oct. 27, 1911, tuition fees	2,000 00
Nov. 2, 1911, State appropriation	2,807 06
Nov. 15, 1911, from State (foreign classes)	2,000 00
Nov. 17, 1911, State appropriation	5,100 60
Nov. 23, 1911, Hudson Trust Co., note	35,987 34
Nov. 29, 1911, from State (Manual Training)	5,000 00
Dec. 4, 1911, poll tax, 1909-1910	735 00
Dec. 21, 1911, Hudson Trust Co., note	30,000 00
Jan. 12, 1912, city appropriation	25,000 00
Feb. 9, 1912, State appropriation	145,167 55
Feb. 9, 1912, State appropriation	13,698 12
Feb. 26, 1912, city appropriation	25,000 00
Mar. 20, 1912, from Bond Issue No. 1	5,000 00
Mar. 20, 1912, from Bond Issue, High School	14,243 58
Mar. 29, 1912, city appropriation	30,000 00
Apr. 26, 1912, city appropriation	25,000 00
May 2, 1912, city appropriation	25,000 00
May 10, 1912, city appropriation	55,882 27
May 15, 1912, poll tax, 1910-1911	699 00
Interest on daily balances, &c	870 63
Total receipts	$602,422 92

Disbursements—

	Salaries.	Claims, Contracts.
July, 1911	$27,445 21	
Aug., 1911	27,561 34	$4,843 00
Sept., 1911	28,484 67	13,622 07
Oct., 1911	29,601 08	23,779 14
Nov., 1911	29,980 40	5,601 83
Dec., 1911	32,133 27	20,637 32
Jan., 1912	31,482 61	210 80
Feb., 1912	31,937 39	271 25
Mar., 1912	30,240 89	132,843 10
Apr., 1912	29,695 58	652 30
May, 1912	29,742 26	35,082 78
June, 1912	29,866 56	3,309 64
Totals	$358,171 26	$240,853 23

Summary—

Total for salaries.....	$358,171 26	
Total for claims, &c.....	240,853 23	
		$599,024 49

Grand summary—

Total receipts, all sources.....	$602,422 92	
Total for claims, &c.....	599,024 49	
Balance in hands of Custodian.....		$3,398 43
Balance on railroad tax, 1911, overdue.....		29,376 15
Real balance if railroad tax had been paid..		$32,774 58
Less amount placed in budget for 1912-1913.		20,000 00
True balance for 1912-1913.....		$12,774 58

RECORD OF SCHOOL BONDS.

	No. of Bonds	Date of Issue	When Due	Total Amount	Rate
School No. 7	1 to 90	March 1, 1897	1917	$90,000.00	4 p. c.
School No. 7	1 to 13	June 1, 1898	1918	13,000.00	4 p. c.
School No. 8	1 to 140	March 1, 1904	1924	140,000.00	4 p. c.
School No. 9	1 to 219-220	Jan. 1, 1907	1937	219,665.00	4 p. c.
School No. 2	1 to 8	May 1, 1908	1938	7,454.00	4½ p. c.
High School	1 to 100	Jan. 1, 1907	1939	100,000.00	4 p. c.
High School	1 to 124	July 1, 1910	1940	250,000.00	4½ p. c.
School No. 9	1 to 11	Jan. 1, 1909	1939	10,500.00	4 p. c.
School No. 1	1 to 210	Jan. 1, 1912	1942	210,000.00	4½ p. c.
School No. 9	211 to 261	Jan. 1, 1912	1942	12,750.00	4½ p. c.
High School	262 and 263	Jan. 1, 1912	1942	40,000.00	4½ p. c.
Total School Bonds Outstanding				$1,093,369.00	

Total Valuation City, Real and Personal		$68,503,173.00
3 Per Cent. on Total Valuation	$2,055,095.19	
School Bonds Outstanding	1,093,369.00	
Amount yet available	961,726.19	

SEVERAL PUBLIC SCHOOL BUILDINGS IN CITY OF HOBOKEN

School Building.	When Built	Kind of Building	Value	Contents	Ins. on Bldg.	Ins. on C'tents	Rate
School No. 2	1867	Brick	$40,000	$6,790.00	$40,000	$4,000	.90 & $1.35
School No. 3	1870	Brick	43,800	5,950.00	45,500	3,000	.90 & 1.35
School No. 4	1877	Brick	81,000	6,100.00	70,000	5,000	.90 & 1.40
School No. 5	1887	Brick	85,000	4,350.00	55,000	2,500	.90 & 1.35
School No. 6	1891	Brick	125,000	6,900.00	80,000	5,000	1.20 & 1.35
School No. 7	1897	Brick	128,300	4,950.00	81,250	4,500	1.30 & 1.47
School No. 8	1904	Brick	185,000	8,325.00	100,000	7,000	1.20 & 1.35
School No. 9	1908	Concrete	202,938	9,793.00	35,000	6,500	.33 & .55
High School	1911	Concrete & Brick	250,000	40,000.00	130,000	40,000	.96

N. B.—School No. 1 was demolished in 1911 and steps are being taken to build anew.

Hoboken, N. J., July 15, 1912.

To the Honorable the Board of Education:

Gentlemen—I herewith submit a report summarizing the work done under the supervision of the Business Manager's Department during the school year ending June 30, 1912, together with a tabulation of the valuation of the school buildings, lands and furniture and a tabulated description of said buildings.

Respectfully submitted,

A. W. CLAYTON,

Business Manager.

REPORT OF BUSINESS MANAGER

As to Cost of Repairs, Furniture, Water, Gas, Electric Light, Electric Power, Coal and Wood for Fiscal Year, July 1, 1911, to June 30, 1912.

	Repairs.	Furniture.	Water.	Gas.	Electric Light.	Electric Power.	Coal.	Wood.	Total.
School No. 2	$717.61	$49.35	$115.88	$15.00			$928.70	$13.50	$1,840.64
School No. 3	1,525.64	98.35	126.01	36.70	89.50		788.69	27.00	26,91.89
School No. 4	1,219.90	52.95	271.14	16.20	858.00		650.04	13.50	3,081.73
*School No. 5	994.57	41.05	28.36		4.10		525.60	13.50	1,607.18
School No. 6	1,480.09	70.32	82,13	19.50	47.30		1,320.64	40.50	3,060.48
School No. 7	1,430.66	97.40	68.64	37.70	12.82	142.81	1,217.38	40.50	3,047.91
School No. 8	6,832.22	252.25	118.13	18.40	194.70		1,579.73	27.00	9,022.43
School No. 9	2,932.85	261.00	137.26	37.50	89.80		1,979.45	40.50	5,478.36
High School	352.49		226.14	73.00	432.80	575.20	2,007.58	27.00	3.694,21
Truant School	15.82						32.49	6.75	55.06
Total	$17,501.85	$923.27	1,173.69	$254.00	1,729.02	$718.01	$11,030.30	$249.75	$33,579.89

*Copenhagen System and Night School sessions are held in this building.

REPORT OF BUSINESS MANAGER

As to Description and Cost of Janitors' Supplies, Stationery and Supplies, Manual Training Supplies, Dental Clinic and Miscellaneous Supplies for the Fiscal Year, July 1, 1911, to June 30, 1912.

	Janitor's Supplies	Stationery and Supplies	Manual Training Supplies	Dental Clinic.	Miscellaneous.	Total.
School No. 1..	$130.08	$555.43				$555.43
School No. 2....	117.35	646.44				776.52
School No. 3....	130.74	589.06				706.41
School No. 4....	113.83	741.66				872.40
School No. 5....	115.36	502.09				615.92
School No. 6....	119.62	669.39				784.75
School No. 7....	161.04	671.20				790.82
School No. 8....	178.44	894.87	256.21			1,312.12
School No. 9....	12.09	804.60	312.82	744.02		2,039.88
Truant School...	334.84	6.39				18.48
High School....		1,084.11	2,556.33			3,974.28
Night School....		185.16				185.16
Evening High School.....		20.49				20.40
Summer School.		80.62				80.62
Officials.....		509.16				509.16
Sewing Dept. Grammar			141.48			141.48
Social Center,etc					$139.41	139.41
Commencements					366.81	366.81
Dedication High School...					247.25	247.25
Flag-raising High School..					10.00	10.00
Medical Examiners....					137.20	137.20
Cartage.....					347.50	374.50
Total.....	$1,412.39	$7,960.67	$3,266.84	$744.02	$1,275.17	$14,659.09

Establishing and Equipping Dental Clinic.....	$516.73
Cost of Supplies.....	227.29
Total.....	$744.02
Equipping Wood, Forge and Machine Shops and Domestic Science Room for Manual Training in High School.....	$11,250.24
Tools for same.....	1,308.36
Total.....	$12,558.60

REPORT OF BUSINESS MANAGER

As to Description of Buildings, Lands, Seating Capacity, Etc.

	Value of Contents.	Value of Buildings.	Value of Land.	Total Valuation.
School No. 1			$12,600.00	$12,600.00
School No. 2	$4,872.90	$40,000.00	15,000.00	59,872.90
School No. 3	3,685.10	43,800.00	7,200.00	54,685.10
School No. 4	5,585.30	81,000.00	9,000.00	95,585.30
School No. 5	3,106.20	85,000.00	13,000.00	101,106.20
School No. 6	5,875.95	125,000.00	17,500.00	148,375.95
School No. 7	5,038.95	128,000.00	11,200.00	144,238.95
School No. 8	8,464.65	185,000.00	13,200.00	206,664.65
School No. 9	8,918.40	204,333.84	17,433.46	230,685.70
High School	40,610.53	249,251.99	97,345.35	387,207.87
Total	$86,157.98	$1,141,385.83	$213,478.81	$1,441,022.62

REPORT OF BUSINESS MANAGER

As to Valuation of Land, Buildings and Furniture.

	When Erected	No. of Rooms	Heating and Ventilating	Stories of Buildings	Seating Capacity	Auditorium Seats	Fire Escapes	Amount of Square Feet of Land		Square Feet Covered by Buildings	
								Ft.	In.	Ft.	In.
School No. 2	1867	27	D.S.	3 S. & C.	990		3	13,815	2	6,814	0
School No. 3	1870	20	D.S.	3 S.	839		2	10,066	8	6,902	8
School No. 4	1877	27	D.S.	3 S. & PG.	963		2	9,380	8	6,638	2
School No. 5	1887	16	H.A.	2 S. & PG.	948		1	15,000	0	9,281	0
School No. 6	1891	27	H.A.	3 S. & PG.	1130	558	5	19,266	8	13,377	6
School No. 7	1897	19	D & I S.	3 S & PG.	904	194	1	10,741	8	6,860	6
School No. 8	1904	36	D & I S.	3 S & PG.	1760		2	21,830	0	14,209	4
School No. 9	1908	30	H.A.	3 S. & PG.	1225	875	2	24,000	0	17,241	10
High School	1911	33	D & I S.	3 S.& PG.	837	930		40,000	0	20,117	4
Total		235			9596	2557	18	164,550	10	101,442	8

Note (1). D.S.—Direct Steam. H.A.—Hot Air. D & I S.—Direct and indirect steam.

Note (2). S. & C.—Stories and cellar. S. & P. G.—Stories and playground.

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BOOK SLIP
ISSUED TO
DATE OF ISSUE
16 APR
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16 APR
17 OCT